DOCUMENT RESUME

ED 198 356 CE 028 065

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TITLE Continuing Education: Needs and Interests of New York State Adults.
INSTITUTION Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.
SPONS AGENCY New York State Education Dept., Albany. Div. of Continuing Education.
PUB DATE Feb 80
NOTE 114p.; Appendix A will not reproduce well due to small print. For a related document see ED 146 416.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Access to Education; Adult Counseling; Adult Programs; *Adult Students; Ancillary School Services; *Continuing Education; Counseling Services; *Educational Needs; Interest Research; Needs Assessment; Participation; State Surveys; *Student Interests; *Student Needs
IDENTIFIERS *New York

ABSTRACT

This report provides a synthesis of the major findings and implications from the full two-phase statewide study to determine the perceived needs of present and potential adult learners in New York State. Chapter 1 briefly overviews the study. Chapter 2 presents survey information about adult learning interests and discusses it in relation to its implication for planning the delivery of continuing education services. Learning interests are grouped in five major categories: Basic Education and Skills, Personal Interest and Self-Development, Liberal Arts and Humanities, Vocational Development and Job Skills, and Home-Related Interests. Chapter 3 focuses on why adults participate in learning activities, where and how they want to learn, and what prevents their participation (cost, time, institutional, personal, and informational barriers). The emphasis of chapter 4 is on providing counseling, information, and other services for adults. Chapter 5 reviews findings from the two survey reports which are presented in the report and provides information helpful in translating results into practice (developing services for adults). Additional tables are appended. (YLB)

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Continuing Education:

Needs and Interests of New York State Adults

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February 1980

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Support for this project was provided through a grant of funds from the Division of Continuing Education, New York State Education Department under the Adult Education Act, Title VI, Section 309, PL 91-230 as amended.

ACKNOWLEDGEMENTS

The success of a study of the size and scope of the New York State Needs Assessment is the result of the efforts of many different individuals. During the two phases of the study, almost 2500 persons, from interviewers to regional committee members and managers, directly contributed their time and skills to this undertaking. Although it is impossible to mention them all by name, their contributions are no less recognized and appreciated.

There are several persons, however, who deserve special commendation for their roles in the needs assessment process leading to the preparation of this report.

First, we appreciate the helpfulness and cooperation of staff of the Division of Continuing Education, State Education Department. The first phase of the study was developed and carried out during the administrative leadership of Mary L. Reiss. The division staff, now directed by Garrett Murphy, has continued to offer their assistance and special insights in the current study phase. In particular, Theodore Turone and Michael Levine have provided their advice and expertise to the project staff. We especially thank Mr. Turone for his helpfulness in the planning stages of the survey process and for generously giving time from his busy schedule to respond to special questions and concerns.

The design of the needs assessment study required that the survey interviews be conducted in New York City by one institution and provided to another for computer analysis. Professor David J. Fox, Director of the Office of Research and Evaluation Service, The City College, School of Education demonstrated extraordinary cooperation and professional competence in supervising and planning the data collection and preparation to facilitate these inter-institutional working arrangements. Through his

personal efforts, the potential difficulties of distance and coordination of research in two distant locations were avoided. Special thanks also go to Nancy Ritze, Research Assistant at City College who filled the role of liaison with our project in addition to her other responsibilities in data collection. She was always ready to answer our questions, to supply us with needed information or respond to special requests with efficiency and professional skill. Sincere appreciation is also extended to Betty Rivkin, both for her coordination of the pretesting in New York City and especially for her perceptive analyses of the additions needed to make the instrument relevant to the concerns of City residents.

The process of conducting a large research effort involves many associated tasks. Throughout the most recent phase of the study, helpful suggestions and consultations were always available from the Project Advisory Committee at Cornell University. For their contributions Professors Robert Bruce, Jason Millman and Helen Nelson merit special recognition as does the assistance provided by Professor James A. Dunn in his role as Director of the Cornell Institute for Occupational Education. Louis Armijo, Research Assistant in the study, ably carried out responsibilities associated with interview design, field test, interviewer training and data analysis, to name a few. He performed these activities with outstanding competence and professional attitude. We also acknowledge the contribution of Harry Sterling, Research Specialist, who conducted many of the special computer data analyses included in these report. His ability to organize the vast amount of data obtained in the survey interviews immeasurably simplified the process of synthesizing the findings of the two study phases. Commendation is extended to Tina Sanders for the cover design and to Lin Bentley, Lois Snyder and Kevin Cawley for their work in production of this report.

Finally, we are grateful for the assistance of the over 28,000 adults in New York State who willingly gave time so that we might acquire improved information about their continuing education needs, interests, and perceptions.

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INTRODUCTION

Since 1975 a comprehensive study has been underway in New York State to determine the educational needs of both present and potential adult learners. This study has involved a massive data collection effort requiring the efforts of over 2,000 individuals. Consequently, to facilitate gathering personal interview information from adults living in ten regions across the state, the research has been conducted in two phases. The detailed findings from these efforts are described in two extensive technical reports. Information from Regions 1 through 9 (see map on page 6) is presented in New York State Continuing Education Needs Assessment, Report No. 1: Statewide Analysis and Region 10 (New York City) in New York State Continuing Education Needs Assessment, Report No. 1: Regional Analysis New York City Region. Additional findings from the two phases of the study are provided in regional and district-level reports. A complete listing of all publications is included in the Appendix.

This report is intended to provide a synthesis of the major findings and implications from the full statewide study. Since the overall purpose of this publication is to offer a picture of the perceived learning interests, preferences and constraints of typical adults in New York, the data from the two phases have been combined and where appropriate, compared and contrasted with other studies of adult learning interests. Since results from the study are frequently summarized and only major findings presented, the reader is referred to the two general reports and the separate regional and district reports for additional detail.

CHAPTER I

ASSESSING CONTINUING EDUCATION NEEDS

Adults throughout the United States are participating in educational activities in ever-increasing numbers. This trend toward greater involvement in a variety of learning opportunities is as evident in New York State as it is in other parts of the nation. During 1977-78, well over a million New Yorkers took part in learning activities sponsored by the educational institutions in the state. Their reasons for learning were many, ranging from the need to acquire basic educational or job skills to courses for personal development and avocational activities.

This dramatic growth in adult learning has stimulated a corresponding increase in concern among those providing educational services for adults. Are present services meeting current adult needs? Are adults able to locate and access the services they seek? What services are needed to alleviate the obstacles preventing adults from taking part in learning activities? A need for answers to these and other questions about present and potential adult learners led to the development of a comprehensive, two-phase study of adults across New York State - The New York State Continuing Education Needs Assessment. The overall purpose of this study was to identify the continuing education needs and barriers to participation of adults in the state and to use this information as a basis for state and regional planning and decision-making concerning continuing education services.

THE PROBLEM

Over the past decade, a variety of research studies have addressed the problem of assessing adults' continuing education participation and interests. After examining the results of approximately 30 state and national needs assessments, Cross (1978) reports that the findings are remarkably similar despite the diverse geographic locations. Generally,

these studies show a strong positive association between the amount of formal education an individual has completed and his or her present participation in organized learning activities. Other research (Tough, 1971) presents evidence that virtually all adults are engaged in learning activities. In particular, many of these efforts are self-planned and self-directed, taking place outside of traditional educational institutions and formal adult education programs.

These two types of research point up a common problem concerning access to continuing education services. While all adults may be considered as potential learners, certain groups of adults are more likely to participate in organized continuing education learning activities. In other words, the existing research offers ample confirmation that education is addictive, the more one has, the more one wants. Hence, there is concern that the educational needs of a large body of non-participants, particularly those of the educationally and economically disadvantaged, are not well-served in present programs.

The message in the research literature is clear that in spite of existing evidence that nearly all adults may be considered potential participants, many individuals do not or cannot take advantage of existing continuing education opportunities. Not enough is known about the obstacles and barriers which prevent these potential learners about participating, nor is there adequate planning information about the learning needs of present participants. However, improvement and extension of continuing education services depends, in part, upon a two-way exchange of information between the learners and those associated with providing adult learning activities. This flow of knowledge and information is a complex process involving such factors as the potential learner's awareness of his or her own educational needs and interests and the existence of appropriate learning activities for the satisfaction of these needs. Similarly, continuing education providers require current and detailed information about needs and interests of potential learners in order to make program and policy decisions; they also must bring present and proposed program offerings to the attention of the potential clients. In

this process, adequate information is an essential link in facilitating the actions and decisions of learners and providers of continuing education services.

THE PLAN

The concern for better information about learner needs and interests led directly to the statewide study, sponsored by the New York State Department of Education, Division of Continuing Education through funds provided under the Adult Education Act, Title VI. In planning the effort, several decisions were basic in determining the scope and the method of conducting the study. First, it was agreed that the general population of adults should be surveyed and that a personal interview would supply the most useful data for planning purposes. In addition, since the results of the study were intended for decision-making at the regional and sub-regional levels, data were to be analyzed and reported to address local planning needs. These decisions once made, further determined that the size of the survey population would need to be large, requiring considerable time and effort to obtain the necessary information. This potential problem was avoided through the cooperative efforts of a variety of individuals who assisted in all phases of the project. These individuals ranged from professional educators to lay citizens and included representatives of state and local educational institutions, the State Education Department and a variety of community agencies. The involvement of many different individuals across a wide geographic area multiplied difficulties in coordination and communication. Nevertheless, it was decided that such involvement would be worth the efforts needed to coordinate it. Assistance would be provided by a variety of persons, from members of the target audience of potential adult learners to program administrators. Their participation in all phases of the data collection effort would help to create an informed group with greater commitment to the use of the study results. The representation of a cross-section of institutions and agencies offering continuing education services would also offer opportunities for contact and information exchange among service providers with potential for increased cooperation and coordination of services.

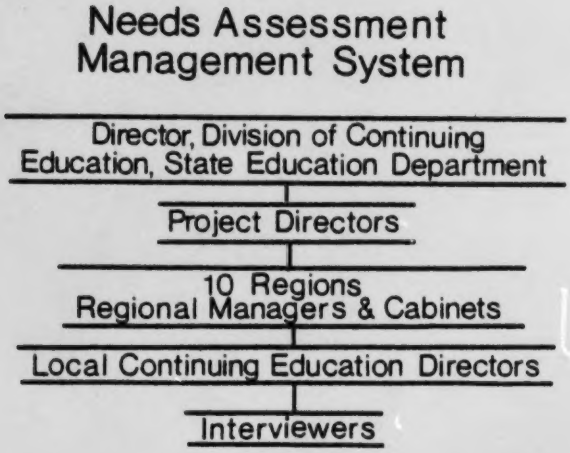
For the study, a Project Manager who was a State Education Department staff member was selected. In addition, three other institutions were involved in implementing various tasks of the study. Because of previous experience in conducting a similar study of adult needs in central New York, the Institute for Occupational Education at Cornell University undertook the planning and execution of the survey of adults. The City College of New York, Office of Research and Evaluation Services collected and analyzed data for the New York City region. Other related activities, including development of a Staff Development Survey and planning and administration of project dissemination workshops and meetings, were carried out by the Two-Year College Development Center at the State University of New York at Albany. Each university unit had a separate project director and staff members. Scheduled meetings provided for coordination and communication among the various parts of the project.

THE MANAGEMENT PLAN

The magnitude of the problem of gathering data at the local community level, while keeping the project cost-effective, necessitated the development of a management strategy organized according to geographic regions of the state (See Figure 1). Since the State Education Department was the project sponsor and in its official capacity maintained contact with the administrators in local school districts, this existing structure was employed for survey purposes. This was intended to facilitate the participation of many professional educators while avoiding the creation of a costly new structure to administer the needs assessment survey.

The general management plan involved an alliance of local school districts, Boards of Cooperative Educational Services (BOCES) and two-year colleges. With the exception of New York City and the remaining four largest cities, the state is divided into forty-five (45) supervisory districts, each encompassing within its territorial limits a share of the local school districts. The local school district personnel are

Figure 1



responsible to the local superintendent and local Board of Education. BOCES superintendents, while responsible to a local BOCES Board of Education, are employees of the State Department of Education and report directly to a Deputy Commissioner of Education.

Since New York City has a somewhat different administrative structure for education than the rest of the state as well as containing almost half of the state's population in a limited geographic area, special attention was focused on the problems of obtaining data from this large, high-density population. As a result, since New York City would require a different management plan and since there were some constraints on finances available for the study, it was decided that the study would be carried out in two stages; a survey of Regions 1 through 9 in the initial phase, followed by Region 10, New York City. (Figure 2) A more complete description of the steps in implementing the study in each phase is contained in the two general reports New York State Continuing Education Needs Assessment,

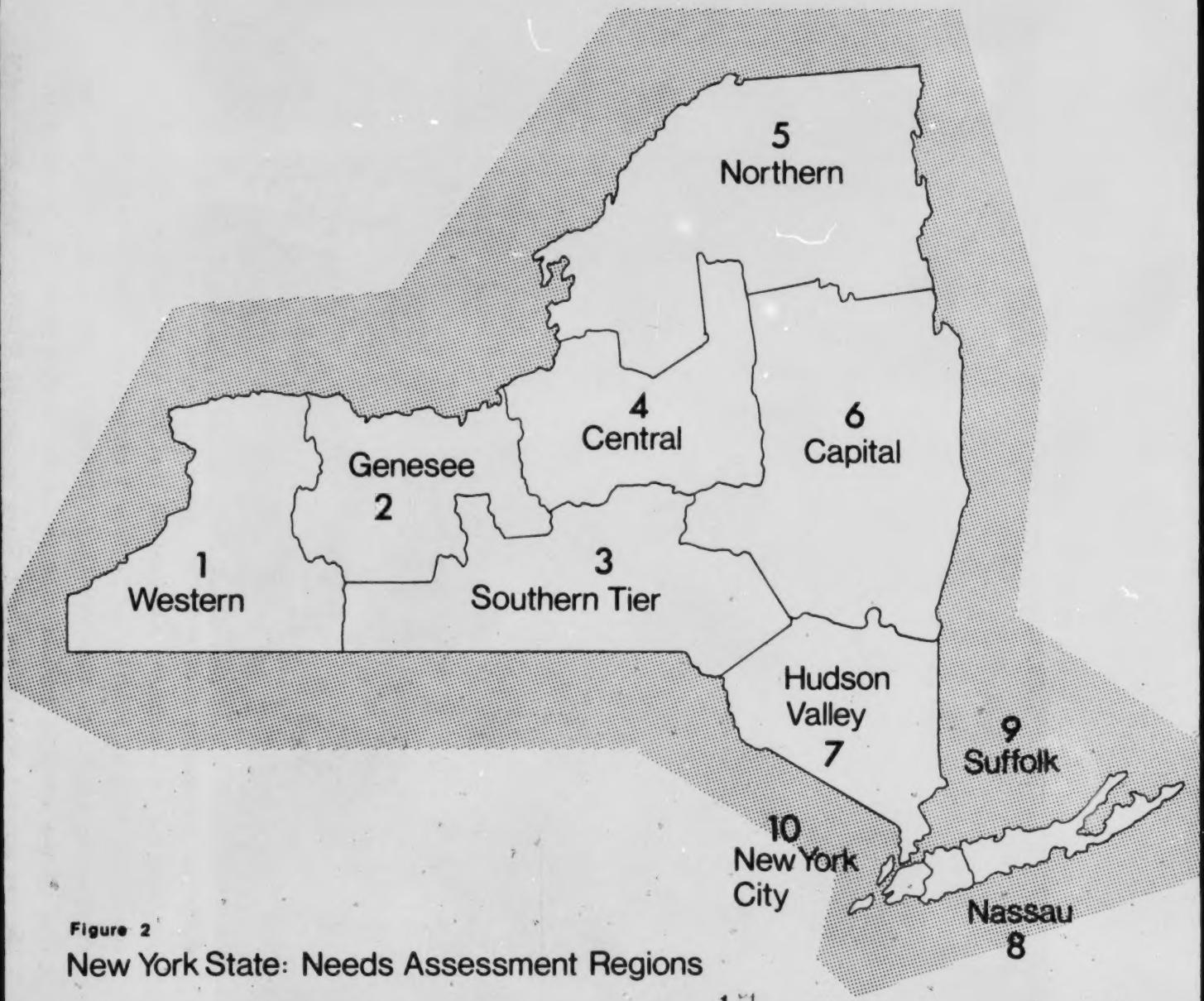


Figure 2

New York State: Needs Assessment Regions

Report No. 1: Statewide Analysis and New York State Continuing Education Needs Assessment, Report No. 1: Regional Analysis, New York City Region.

In the study, the 45 supervisory districts in Regions 1 through 9 and the 32 community school districts in New York City compose the smallest reporting units for survey results. Although this structure officially applies to the administration of public schools within the state, for study purposes the two-year colleges located within a district's geographic limits are included.

THE SURVEY

The Survey Instrument

In the fall of 1975, an instrument to survey adults' perceived learning needs was developed and field tested by staff of the Institute for Occupational Education at Cornell University. This instrument was constructed to obtain data closely comparable with other regional and national studies of continuing education, such as the national data gathered in 1972 by the Commission on Non-Traditional Study (Carp, Peterson and Roelfs, 1974) and the regional studies conducted in New York State with funds from Title I of the Higher Education Act of 1976.

The instrument was designed to obtain information in personal interviews covering several major topics.

1. Background information on the adults surveyed
2. Past participation in continuing education
3. Expressed learning interests
4. Obstacles to participation in continuing education
5. Preferred conditions for participation in continuing education
6. Potential for use of counseling and advising services for adults.

Questions were constructed in a multiple-choice format, with answers to be recorded on a machine-scorable form. The majority of these questions had precoded response categories. Options such as "other" or "don't know" were included to allow for answers not specified among the choices. A summary sheet allowed the interviewer to record other comments or special information from the survey participant, for example, reasons for incomplete interviews or number of persons who declined to be interviewed. This was considered the most effective way of handling the vast amount of survey data while permitting interviewers to record special circumstances.

The questionnaire was reviewed by professionals and program administrators in continuing education across the state. It was pre-tested with a sample of adults and minor revisions were made. Estimates of time required to conduct the interview indicated that an average interview took about one-half hour to complete.

The process of field testing the instrument was repeated in adapting the interview for use in New York City. One such change involved revision of the machine-scorable answer sheet so that the respondent could indicate his or her own answers to interview questions. This would enable interviews to be conducted with more than one person at a time whenever possible. The adaptations of the instrument for New York City resulted in longer interview sessions, averaging closer to one hour.

In addition, based upon review of the original instrument by educators and researchers in New York City, several questions were modified to reflect urban conditions, especially transportation facilities. The resulting revised survey instrument was field tested in New York City with adults of varying reading abilities, including non-readers. It was determined that persons who knew the alphabet were capable of understanding and completing the answer sheet. Persons with special handicaps or difficulties would be interviewed individually with the interviewer completing all necessary information.

One further adaptation was made for administration of the survey in New York City. A full printed translation of the instrument and interviewer materials into Spanish provided for data collection from the largest single foreign language group in the metropolitan area. In order to interview other non-English-speaking adults, bilingual interviewers were recruited to conduct individual interviews with adults in the eight other languages (Italian, Yiddish, German, Polish, French, Greek, Chinese, and Russian) used most frequently in New York. This was an important step in the process of obtaining improved information about adult learning interests. Since many continuing education learning activities include English as a Second Language instruction or programs directed to significant non-English speaking groups, information about the learning preferences of these potential learners was deemed essential.

Selection and Training of Interviewers

A special feature of this study was the involvement of a large number of community persons in obtaining interview data. Potential interviewers were identified according to several criteria for selection. In general, regional managers, advisory cabinet members, local directors of continuing education programs and administrators of community groups recruited interviewers who met the basic criteria. These requirements included whether the interviewer was representative of the population to be interviewed, familiarity with the interview area, maturity and responsibility, fluency in one of the major foreign languages and willingness to participate in training.

Using this method, nearly 2,200 persons across the state were identified and trained as interviewers. This total is composed of the 145 interviewers representing each of the 32 community school districts in New York City and the approximately 2,000 individuals who conducted interviews in the other nine regions of the state. In the survey's initial phase, all interviewers were volunteers who contributed their efforts and about 8-10 hours of their time without pay on behalf of the local continuing

education program. Since in the New York City phase of the study a greater time commitment was required of interviewers, these individuals were paid a small honorarium to compensate them for the additional task.

Each interviewer was required to attend a local training session in survey interviewing techniques which provided extensive detail on the data collection process. This encompassed the description of the purpose and objectives of the research, a question-by-question review of the interview questionnaire, information on interviewing technique and practice interviewing. In addition, each interviewer received sets of materials including instructions about their assignment and a manual prepared by project staff which supplied general information on survey interviewing and specific procedures for completing the machine-scorable answer forms.

The Sample of Adults

Since information was desired from the full range of potential adult learners, the population to be surveyed included all persons age 16 or older who were not currently full-time students. Also, since local areas would receive the needs assessment results to use in local planning and decision-making, interviews would be conducted in each school district across the state. Each of these districts was assigned a varying number of interviews, apportioned according to population. However, a minimum of 350 interviews from each district was sought so that an adequate number of interviews would be available for reporting the local findings.

The regional manager and team were furnished with detailed census information about the residents of the area's school districts. To facilitate use of interviewer time and avoid extensive travel, the required number of interviews were apportioned in clusters. Using the official census or school district map, these clusters were to be randomly distributed within the school district boundaries.

To further insure that the sample would be representative of the state's population, interviewers were given special instructions. Interviewers were instructed to alternate interviews between males and females and to conduct interviews at different times of the day. In the districts with large non-English-speaking populations, the specially recruited bilingual interviewers surveyed these residents.

In the two phases of the research effort, a total of 28,615 usable interviews were obtained. New York City contributed 8,129 interviews to this total and the remainder of the state provided 20,486 interviews. Table 1 describes the composition of the study samples with regard to five demographic characteristics: sex, age, education, family income and racial/ethnic identification.

Although each sample is generally representative of the population in the survey area, it can be observed that the total sample has a higher proportion of females, and a lower proportion of persons over age 55 than found in the New York State adult population. In comparing samples from New York City and the rest of the state, those interviewed in the upstate areas are older, have more education and income and are more often white and female.

The characteristic, however, which has the greatest implication for the interpretation of the interview responses from each sample is the educational background of the adults surveyed. Outside of New York City, 29.3 percent of adults surveyed have not completed high school, another 29.6 percent have a high school diploma and 41.1 percent have continued their formal education beyond high school. However, in New York City, the adults interviewed had less formal education; 48.0 percent had not completed high school, 27.2 percent had a high school diploma, and 24.8 percent had formal education beyond high school.

Differences in years of formal schooling will also be related to differences in income, with higher incomes associated with higher levels of

Table 1

Comparison of Selected Characteristics for Study Sample and New York State Adults

Characteristic	% of Study Sample[a]						% of N.Y.S.[b] Population
	New York City		Rest of State		Total		
	N	%	N	%	N	%	
Sex							
Male	3622	44.9	7870	39.6	11,492	41.1	46.5[a]
Female	4451	55.1	12,001	60.4	16,452	58.9	58.9
Age							
16-25 years	2126	26.7	4018	20.5	6144	22.3	20.0[a]
25-34 years	2652	33.3	5271	26.9	7923	28.7	17.3
35-44 years	1637	20.5	4655	23.7	6292	22.8	16.6
45-54 years	847	10.6	3204	16.3	4051	14.7	16.8
55 or older	706	8.8	2472	12.6	3178	11.5	29.3
Education							
8 years or fewer	1282	15.9	1900	9.4	3182	11.2	25.9[c]
1-3 years high school	2603	32.1	4038	19.9	6641	23.4	23.3
4 years high school	2205	27.2	6006	29.6	8211	29.0	29.7
1-3 years college	1345	16.6	4578	22.6	5923	20.9	10.9
4 years or more college	663	8.2	3740	18.5	4403	15.5	10.2
Racial/Ethnic Group							
White	1550	19.1	16,517	84.3	18,067	65.7	88.0[a,d]
Hispanic	2103	25.9	791	4.0	2894	10.5	---
Black	3752	46.2	1514	7.7	5266	19.1	10.8
Other	533	6.5	760	3.9	1293	4.7	1.3
Family Income[e]							
Under $2000/year	856	11.9	1075	6.5	1931	8.1	
$2000 - $5000	1351	18.7	1982	12.0	3333	14.0	
$5000 - $7000	1362	18.9	1898	11.5	3260	13.7	
$7000 - $10,000	1559	21.6	2635	15.9	4194	17.7	
$10,000 - $15,000	1076	14.9	3359	20.3	4435	18.7	
$15,000 - $25,000	768	10.6	4003	24.2	4771	20.1	
$25,000 and over	240	3.4	1572	9.5	1812	7.6	

[a] Percent based on ages 16 and over

[b] Data selected from 1970 Census of Population, Vol. 1, Part 34, Tables 19, 48 and 148

[c] Percent based on ages 14 and over.

[d] Census data of age by race and sex available for White, Negro, and Other.

[e] Represents 1977 income for New York City and 1975 for Rest of State. Comparison with 1970 census data is omitted because of changes due to inflation.

education. When the results of interviews indicate that there is a difference between the New York City and New York State samples, often the differences will be due to these differences in education and/or income, not geographical differences. When cost is a barrier to participation, differences in the magnitude of this barrier are often associated with income. Thus, although each sample is representative of the population in the survey area, differences in demographic characteristics between the samples, especially educational differences, will be reflected in the interview responses.

Analyses of Data

Since the sample like the actual adult population consists of individuals with diverse characteristics, the interview data were analyzed for various sub-groups in the population. The analyses were based upon the original planning questions developed by state and local administrators. These included: What and where do adults want to learn? What prevents them from taking part in learning activities? What services do they require? The subsequent sections of this report will address these concerns.

For samples of the size used in this survey, almost any difference between sub-groups will be statistically significant at the commonly used .05 and .01 levels. Because statistical significance should not be confused with importance, especially when large samples are used, the analysis of these data are in terms of important differences between sub-groups. The reader can be assured that any important difference will also be statistically significant and thus significance levels will not be reported.

Chapter II
ADULT LEARNING INTERESTS

Determining the needs and interest of adults for continuing education services is a complex task. However, such current and detailed information about adults' interests and preferences can provide assistance to administrators and others responsible for making program and policy decisions about educational services. In this section, survey information about learning interests is presented and discussed in relation to its implications for planning the delivery of continuing education services.

In each phase of the study, each respondent was provided with a list of over forty subjects and asked to indicate all the subjects about which he or she would like to learn more, without concern for cost or other responsibilities. After listing all the subjects that held some personal interest, the individual was asked to choose the one topic of greatest interest. All subsequent questions about how, when and where the person wished to study then related to the respondent's first-choice interest.

There are some slight variations between the lists of interests administered to each sample. On the original questionnaire, Arts and Crafts appear as one option, whereas these are separate options in the interview with the New York City adults. Similarly, Sports and Games and Citizenship, English as a Second Language, each a single option on the initial survey, are distinguished individually for New York City respondents. These changes were made to allow for greater discrimination among the learning interest selected by adults. However, to facilitate appropriate comparisons, those interests presented separately in New York City are combined when discussing both samples of adults. The totals for these learning interests are then adjusted so that each New York City respondent who selected both interests is counted only once.

The reader should also bear in mind the differences between these two samples (See page 12). The New York City survey, which was conducted almost three years after the initial study, has a group of respondents that on the average is younger, poorer and less well-educated. While it is also composed of a higher proportion of Hispanics and Blacks, when the responses from both samples are compared, it will be seen that most of the differences are due to other characteristics. It is these differences in education and income, not geographic location that best account for the observed differences between these groups.

For ease in discussion, the learning interests have been grouped into five major categories: Basic Education and Skills, Personal and Interest and Self-Development, Liberal Arts and Humanities, Vocational Development and Job Skills, and Home-Related Interests (see Table 2). This classification system, while sacrificing some detail, permits generalizations about major types of interests. Using this approach, two general observations about these groups of learning interests can be made: (1) when the first-choice interests for the combined sample are examined, at least one subject from each category appears among the top ten interests; and (2) when specific subgroups are examined, e.g., females or age groups, there is considerable variety in both the group chosen most often and in the specific subjects within groups that are most popular. It can be concluded from these general observations that there is great interest in all types of subjects, but there is variation in interests among subgroups within the samples.

First, the results of questions relating to the general interests of the combined samples, and each separate sample will be discussed. Next, the responses of adults to each of the five interest categories are analyzed and described. Finally, the findings from a special analysis of the leisure time activities of adults in New York City are presented and discussed in relation to learning interests and barriers to participation in learning activities.

MOST FREQUENTLY CHOSEN INTERESTS

The results confirm the variety of interests held by present and potential adult learners. Most of the adults interviewed are able to name one or more subjects which held some personal interest for them. Only 3.6 percent of the respondents in New York City and 6.1 percent of those in other parts of the state had no learning interest. Tables A and B in the Appendix show the full list of responses for the composite New York State sample, a total comprised of the two data collection efforts in New York City and in the rest of the state. Each learning interest on the list was chosen by some of the adults interviewed as a general or first-choice interest, although clearly, some interests are more popular than others.

Table 2

Interest Categories

Basic Education/Skills

Adult Basic Education
High School Equivalency
Citizenship
English as a Second Language

Personal Interest and Self-Development

Travel
Driving and Flight Training
Retirement Planning
Religion
Investment
Community Concerns
Law, Legal Rights
Arts and Crafts
Performing Arts
Occult Sciences
Physical Fitness
Sports and Games
Nature Study

Liberal Arts/Humanities

History, Government, Current Events
Foreign Language
Science and Mathematics
Psychology and Human Behavior
Social Sciences
Humanities

Vocational Dev./Job Skills

Building Trades
Industrial-Tech. Skills
Protective Services
Service Occupations
Business Skills
Computer Science
Management Skills
Sales and Advertising
Architecture
Engineering
Education
Nursing
Agriculture

Home-Related

Home Repairs
Health and Safety
Gardening
Home Decorating
Sewing
Cooking
Parent Education
Consumer Education

Tables 3 and 4 show the ten highest ranking general and first-choice interests for each sample of adults and for the state as a whole. The totals are the average of the responses from New York City and the rest of the state. Since there is more than twice the number of people in the sample outside of New York City, the figures most strongly reflect the choices of this group. These figures will, however, represent the total population of the state. For a more complete discussion of the representativeness of the samples, the reader is directed to Chapter I.

Several observations can be made about the interests chosen by adults as general interests and those selected as first-choice. Adults' first-choice interests are more likely to be job-related, including such frequently chosen topics as Business Skills, Building Trades, Nursing or Industrial and Technical Skills. In contrast, adults' general interests include more avocational and recreational topics such as Arts and Crafts, Physical Fitness or Sports. Since most respondents name several interests, they generally list a mix of avocational and job-related topics. However, when these individuals are required to choose only one of their interests as a main learning interest, they tend to favor the job-related or skill topics over the more recreational interests.

The first-choice interests of adults further illustrate the wide range of topics selected. Each one of the over forty topics was chosen by some of the survey respondents; in fact, the ten subjects chosen most frequently account for only 37.4 percent of the total survey population. Thus, programs for adults need to offer a broad and varied selection of topics if they are to include first-choice interests of a majority of the population they serve.

Tables 3 and 4 also illustrate that Arts and Crafts, Business Skills, Psychology, Sewing and Sports and Games are the topics which are most popular as first-choice and general intwrests, appearing among the ten most highly ranked interests on both lists.

At first examination, there appears to be some substantial differences in the interests of New York City residents and adults living in other parts of the state. However, many of the differences in learning interests correspond to the differences in educational background described previously, since when those with similar levels of education are compared there is considerable similarity of interests. For example, among those who do not have a high school diploma, High School Equivalency is the most frequently chosen first-choice interest in both samples. Among those with eight or fewer years of education, Basic Education and English as a Second Language are highly ranked.

Table 3

Most Frequently Selected Learning Interests

New York City (N = 8129)		Rest of State (N = 20,486)		Total (N = 28,615)	
Sports & Games	25.1	Arts and Crafts	33.2%	Arts and Crafts	29.2
High School Equiv.	24.7	Physical Fitness	27.5	Sports and Games	26.1
Business Skills	23.9	Sports and Games	26.5	Physical Fitness	24.9
Arts and Crafts	19.0	Home Decorating	24.3	Home Decorating	21.9
Parent Education	18.8	Gardening	23.4	Business Skills	21.4
Physical Fitness	18.2	Sewing	22.7	Sewing	21.2
Law, Legal Rights	17.9	Business Skills	20.5	Cooking	19.1
Computer Science	17.6	Cooking	19.6	Gardening	19.1
Cooking	17.5	Travel	19.3	Travel	18.4
Sewing	17.3	Psychology, Human Behavior	19.2	Psychology, Human Behavior	18.2

There are several interests which still differentiate the two samples of adults, apart from the differences in educational backgrounds. Arts and Crafts, Home Decorating, Home Repairs, Gardening and Travel hold much greater appeal to respondents outside of New York City, while Computer Science, Law and Legal Rights, Management Skills and English as a Second Language appear among the top ten interests only in New York City. While the relative lack of garden space and self-owned homes can account for the greater interest in Home Decorating, Home Repairs and Gardening, the other differences are more likely the result of differences in income. The lower socioeconomic status of the New York City sample also generates more job-related concerns. Greater interest in English as a Second Language merely reflects the higher proportion of non-native English speakers found within this sample.

Table 4

Most Frequently Selected First-Choice Interests

New York City (N = 8129)		Rest of State (N = 20,486)		Total (N = 28,615)	
High School Equivalency	10.1%	Arts and Crafts	7.6%	Arts and Crafts	6.0%
Business Skills	6.4	Business Skills	5.4	Business Skills	5.7
Nursing	5.2	Building Trades	4.3	High School Equivalency	5.6
English as a Second Lang.	4.5	Nursing	3.8	Nursing	4.2
Computer Science	4.3	High School Equivalency	3.8	Building Trades	3.8
Management Skills	3.6	Industrial, Technical Skills	3.7	Industrial Tech. Skills	3.5
Law, Legal Rights	3.6	Sewing	3.4	Psychology, Human Behavior	3.1
Industrial, Tech. Skills	3.0	Psychology, Human Behavior	3.2	Sewing	3.0
Building Trades	2.7	Home Repairs	2.9	Management Skills	2.8
Psychology, Human Behavior	2.6	Sports and Games	2.9	Sports and Games	2.7

While the differences in interests observed in the two samples are interesting, a more basic question involves whether persons of similar characteristics express the same interests regardless of where they live. Consequently, the learning interests of all the adults interviewed were examined according to characteristics of education, age and sex of the respondents.

Influence of Education

The example cited earlier in this chapter illustrates that the educational background of the adults interviewed is highly related to the selection of certain interests. In general, among adults with a high school diploma, interests leading to job skills rank highest. Among those with some college or a college degree, avocational interests predominate (Table 5). Hence, persons who lack educational credentials or job skills place a high priority on obtaining them. Since adults with post-secondary education experience already have attained some of the requisite credentials or skills, they can pursue interests for avocational or personal development reasons.

Influence of Age

Just as similar educational backgrounds of adults leads to similarity of interests, this similarity extends to groups of like age. Table 6 shows that in general, younger adults have higher interest in learning for job-related reasons. Of the six most popular first-choice learning interests of persons under age 35, five (Business Skills, High School Equivalency, Nursing, Building Trades and Industrial & Technical Skills) are related to obtaining or advancing in a job. These younger learners, especially those under age 25, also have the greatest preference for credit, diplomas and other types of credentials. Close to one-half (42.9%) of these adults say that they wish to obtain credit for study in their first-choice interest. This trend is particularly strong among those with less formal education and lower incomes.

Table 5

Most Frequently Selected First-Choice Learning Interests by Level of Education: New York City and Rest of State

Eight Years or Fewer Education (N=3182)

First Choice Subjects	% resp.
1. High School Equivalency	13.4
2. Basic Education	7.5
3. Citizenship, English as a Second Language	6.2
4. Business Skills	4.9
5. Building Trades	4.2
6.5 Industrial, Technical Skills	4.1
6.5 Sewing	4.1
8. Nursing	3.3
9. Home Repairs	3.1
10.5 Arts and Crafts	2.7
10.5 Cooking	2.7

Some High School (N=6641)

First Choice Subjects	% resp.
1. High School Equivalency	16.3
2. Business Skills	5.8
3. Nursing	5.2
4. Building Trades	4.6
5. Industrial, Technical Skills	4.2
6. Arts and Crafts	4.1
7. Sewing	3.1
8. Driving, Flight Training	2.8
9. Computer Science	2.3
10.5 Citizenship, English as a Second Language	2.2
10.5 Home Decorating	2.2

High School Diploma or G.E.D. (N=8211)

First Choice Subjects	% resp.
1. Business Skills	8.6
2. Arts and Crafts	6.2
3. Nursing	5.1
4.5 Building Trades	4.1
4.5 Industrial, Technical Skills	4.1
6. Computer Science	3.6
7. Sewing	3.4
8. Psychology, Human Behavior	3.3
9. Management Skills	3.2
10.5 Home Repairs	2.8
10.5 Home Decorating	2.8

Some College, Business or Trade School (N=5923)

First Choice Subjects	% resp.
1. Arts and Crafts	7.5
2. Business Skills	4.9
3. Nursing	4.7
4. Psychology, Human Behavior	4.6
5. Management Skills	4.1
6. Law, Legal Rights	3.6
7. Performing Arts	3.2
8. Computer Science	3.1
9 Education	3.0
11 Travel	2.9
11 Sports and Games	2.9
11 Building Trades	2.9

College Degree or Graduate Studies (N=4403)

1. Arts and Crafts	9.4
2.5 Education	5.0
2.5 Sports and Games	5.0
4. Psychology, Human Behavior	4.0
5. Physical Fitness	3.7
6. Home Repairs	3.6
7.5 Performing Arts	3.4
7.5 Humanities	3.4
9. Building Trades	3.1
12. Investment	3.0
12. Law, Legal Rights	3.0
12. Foreign Languages	3.0
12. Management Skills	3.0
12. Travel	3.0

In contrast, among potential learners over age 55, interests are predominantly avocational. The six most highly ranked first-choice interests are all avocational or personal development topics (Arts and Crafts, Sewing, Gardening, Travel, Retirement Planning, and Home Repairs). In this age group, individuals begin to evidence interest in preparation for their retirement years. Among adults interviewed across the state, nearly one in five (17.5 percent) express some interest in this topic; for four percent of these adults it is also their top-ranked interest.

Influence of Sex

Men and women also differ in their choice of learning interests. These interests generally follow traditional lines (Table 7). Men's first choice interests favor topics such as Building Trades or Technical Skills while women report greater interest in Arts and Crafts, Business or Nursing. In spite of the high degree of sex-stereotyping observed in these interests, both sexes indicate that reasons for learning their chosen interest are strongly job-related. Almost one-half (44.4%) of the women and slightly over half (52.7%) of the men cite job-related reasons for their choice.

Influence of Racial/Ethnic Group

The data on learning interests were also examined for the various minority groups surveyed. However, apparent differences between the groups diminish when responses are analyzed according to other characteristics of these individuals. Hence, the respondent's previous education, family income level, status of employment and sex are more highly related to choice of interest than membership in a minority group.

INTEREST CATEGORIES

Although the influences of education, age, sex and racial/ethnic identification on learning interests have already been noted, a further question is of interest to planners and administrators of continuing education activities. This is "What special characteristics differentiate persons with a particular learning interest?" To address this question,

Table 6

Most Frequently Selected First-Choice Learning Interests by Age Group New York City and Rest of State

Under Age 25 (N=6144)

First Choice Subjects	% resp.
1. High School Equivalency	8.4
2. Business Skills	6.8
3. Nursing	5.1
4. Industrial, Technical Skills	4.8
5. Arts and Crafts	4.7
6. Building Trades	4.1
7. Computer Science	3.5
8. Performing Arts	3.4
9. Law, Legal Rights	3.3
10.5 Psychology, Human Behavior	2.9
10.5 Driving, Flight Training	2.9

Ages 25 to 34 Years (N=7922)

First Choice Subjects	% resp.
1. Business Skills	6.6
2. Arts and Crafts	5.8
3. High School Equivalency	5.6
4. Nursing	4.8
5. Building Trades	4.2
6. Industrial, Technical Training	3.4
7. Psychology, Human Behavior	3.3
8. Management Skills	3.1
9.5 Computer Science	3.0
9.5 Education	3.0

Ages 35 to 44 Years (N=6292)

First Choice Subjects	% resp.
1.5 Business Skills	5.6
1.5 High School Equivalency	5.6
3. Arts and Crafts	5.1
4. Nursing	4.7
5. Building Trades	4.0
6. Psychology, Human Behavior	3.7
7. Industrial, Technical Skills	3.4
8. Management Skills	3.2
9. Home Repairs	2.9
10. Computer Science	2.8

Ages 45 to 54 Years (N=4051)

First Choice Subjects	% resp.
1. Arts and Crafts	6.3
2. Business Skills	5.0
3. High School Equivalency	4.2
4. Sewing	3.5
5.5 Building Trades	3.4
5.5 Sports and Games	3.4
8. Home Repairs	3.3
8. Management Skills	3.3
8. Industrial, Technical Skills	3.3
10. Travel	3.1

Ages 55 Years and Over (N=3178)

First Choice Subjects	% resp.
1. Arts and Crafts	11.0
2. Sewing	5.3
3. Gardening	4.2
4.5 Travel	4.0
4.5 Retirement Planning	4.0
6. Home Repairs	3.3
7.5 Home Decorating	2.9
7.5 Sports and Games	2.9
9. Business Skills	2.6
10.5 High School Equivalency	2.5
10.5 Building Trades	2.5

in this section each group of learning interests is treated separately and those findings which have implications for planning learning activities for adults are described.

Basic Education and Skills

Several subjects comprise a special group of learning interests - a group focused on the acquisition of skills required to facilitate functioning in daily life. These include basic reading, writing and arithmetic skills (Adult Basic Education), more advanced educational skills (High School Diploma level) and ability to speak English. Studies related to the acquisition of citizenship are also included because of their relationship to English as a Second Language interests and programs for adults. These topics merit separate consideration since they are self-limiting in their appeal to the adults interviewed. That is, only adults who lack these specified skills are likely to select them as interests. Since slightly over one-third of the adults interviewed do not have a high school diploma (48% in New York City and 29% elsewhere in the state), this proportion of the sample is the most likely to have interest in the topics in this group. Similarly, in New York City where the native language of the respondent is known, about 20 percent of those interviewed cannot speak English and would compose the most likely clientele for English as a Second Language programs. In contrast, other interests have virtually universal appeal and hence, a much greater chance of selection by the respondents.

Table 7

Most Frequently Selected
First-Choice Learning Interests by Sex of Respondent:
New York City and Rest of State

Males (N = 11,492)

First Choice Subjects	% resp.
1. Building Trades	8.6
2. Industrial, Technical Skills	7.7
3. High School Equivalency	5.6
4. Home Repairs	4.5
5. Management Skills	5.2
6. Driving, Flight Training	3.8
7. Sports and Games	3.8
8. Engineering	3.2
9. Arts and Crafts	3.1
10. Computer Science	2.9

Females (N = 16,451)

First Choice Subjects	% resp.
1. Arts and Crafts	8.2
2. Business Skills	7.9
3. Nursing	6.7
4. High School Equivalency	5.7
5. Sewing	4.8
6. Psychology, Human Behavior	3.9
7. Home Decorating	3.7
8. Travel	2.9
9. Education	2.7
10. Computer Science	2.5

As expected, individuals with less formal education have the greatest interest in these educational skill topics. Among all adults surveyed in New York City, nearly half of whom lack a high school diploma, High School Equivalency has high appeal. It is a general interest for 24.7 percent of the adults and a first-choice interest for 10.1 percent. These totals are much higher, however, among those persons who would make up the most likely clientele. For example, nearly half (48%) of the adults who have not completed a high school diploma have some degree of interest in High School Equivalancy. For 15.3 percent, it is their main learning interest. This pattern is similar for Basic Education. Among those with eight or fewer years of education, 26 percent express interest in this subject. For 7.5 percent, it is their main interest. However, these figures may be artificially low and should be interpreted with some caution. A larger proportion (42%) of New York City residents in this lowest educational category are interested in High School Equivalency than the proportion who express interest in Basic Education (26%). It may be assumed that many of these adults are describing their ultimate goal--a high school diploma--rather than showing the actual sequence that they would follow in study to obtain the credential. As a consequence, the potential audience for Basic Education programs could be considerably higher than the numbers of persons specifically selecting it as an interest. Although the persons interviewed outside of the New York City area generally had higher levels of educational attainment, the overall pattern remains the same. Among those adults with eight or fewer years of formal education, 27.3 percent select High School Equivalency and 23.7 percent Basic Education.

Most of the adults who choose one of these three interests as their first-choice interest view it as related to a present or future occupation (Table 8). Over one-half of these respondents across the state report a job-related reason for their interest although the proportion listing this reason is higher in the original sample than in New York City. Although these interests are not those usually found in lists of occupational or vocational subjects, the tendency of the persons interviewed to ascribe a job-related reason for their study emphasizes the

Table 8

Adults' Expressed Reasons for Study of Basic Education and Skills Interests

Reason	Basic Education (N=401)		High School Equivalency (N=1508)		English as a Second Language (N=466)	
	N	%	N	%	N	%
Obtain new job	50	12.5	520	34.5	50	10.7
Advance in job	101	25.2	273	18.1	96	20.6
Meets job requirements	57	14.2	201	13.3	107	23.0
Total Job Related	208	51.9	994	65.9	253	54.3
Become better informed	82	20.4	202	13.4	87	18.7
Learn useful skills	46	11.5	98	6.5	37	7.9
Personal enjoyment	14	3.5	74	4.9	32	6.9
Be a better husband, wife, or parent	19	4.7	39	2.6	22	4.7
Other reasons	32	8.0	101	6.7	35	7.5
Total Non-Job Related	193	48.1	514	34.1	213	45.7

* Table based on number of persons who selected each subject as first-choice interest.

importance of High School Equivalency and Basic Education in providing essential educational skills. These skills clearly make it easier to obtain a job or qualify the respondent for entry into certain occupations. The most frequently named non-job related reasons for learning these skills generally involved the desire to become better informed, to learn useful skills, for personal enjoyment or a family-related reason.

Personal and Self-Development Interests

This second interest category includes learning activities which range from recreational activities like Sports and Games to those emphasizing personal development e.g., Retirement Planning, Community Concerns. Several topics in this group such as Arts and Crafts, Sports and Games, and Physical Fitness are among the most popular interests of all respondents. The thirteen interests included in this group constitute slightly over one-third of all the interests mentioned by the adults interviewed. As a general rule, however, these interests are not chosen as first-choice interests as often as job-related subjects.

Table 9 illustrates that the interests in this group vary by sex. Arts and Crafts, Travel and Performing Arts were more popular with the women interviewed while Driving and Flight Training, Investment and Nature Study appearl more to the men. Some of the differences are substantial. For example, almost 80 percent of persons with Arts and Crafts as a first-choice interest are women. In contrast, three-quarters of those selecting Driving and Flight Training as their chief interest are men. Other interests such as Physical Fitness and Community Concerns are of interest to both sexes.

Age-related patterns can also be observed for the individual learning interests in this group. It is to be expected that certain interest would hold more attraction at particular ages while other more general subjects would maintain interest across the life span. As anticipated, Retirement Planning and Religion are most popular with older adults. On the other hand, Driving and Flight Training and Performing Arts are more popular with adults under age 25.

Table 9

First-Choice Personal and Self-Development Interests of Combined Sample: Sex Distribution Within Each Interest

Interest	Males (N = 11,419)	Females (N = 16,451)	Total
Arts and Crafts	20.6%	79.4%	1701
Travel	28.5	71.5	656
Performing Arts	33.9	66.1	605
Religion	34.1	65.9	296
Occult Sciences	35.7	64.3	255
Physical Fitness	43.0	57.0	618
Community Concerns	43.1	56.9	197
Law, Legal Rights	47.3	52.7	681
Retirement Planning	48.3	51.7	321
Investment	54.1	45.9	488
Sports and Games	56.7	43.3	760
Nature Study	58.3	41.7	235
Driving, Flight Training	75.1	24.9	579
Proportion of males and females in sample	41.1	58.9	

Note: The proportion of males and females is based only on those respondents who select the interest as first choice.

These findings suggest that the learning interests grouped under the personal and self-development category appeal to a varied adult audience. Each interest has a somewhat different profile of its potential clientele. For example, Arts and Crafts holds interest across age groups although it appears to appeal primarily to women. Planning for one's retirement first begins to become popular after age 45 among both men and women. Interest in Travel also increases with age, but primarily among women. Such descriptions as these help to identify the typical characteristics of

the adults who are attracted to a particular interest area. They do not suggest that persons with other characteristics would not find a learning activity in that interest either informative or enjoyable.

Liberal Arts and Humanities

This group represents interests with a more formal academic focus. The six topics included in the category correspond to many of the subjects taught in secondary and post-secondary level educational institutions. Since these interests are included in the typical school curriculum, it is not surprising to find that adults' preferences for them increase markedly as their levels of formal education increase.

As a group, the liberal arts and humanities are somewhat more popular with women. Table 10 shows that except for History, Government and Current Events, and Science and Mathematics which are selected by a larger proportion of men, women are more likely to prefer the other interest areas. The strongest female preference is for Psychology and Human Behavior. Almost three-quarters (73.8%) of those persons who name this subject as a first-choice interest are women while women compose 58.9 percent of the survey respondents. Similarly, well over half (55.3%) of the persons who name Science and Mathematics as a chief interest are male although men compose less than half (41.1%) of those interviewed.

Vocational Development and Job Skills

The interests in this category are among adults' most popular choices as first-choice interests. Since most adults selected several interests, their choices usually included interests from more than one category. However, when they were asked to select their top-ranked learning interest, the respondents frequently indicated a job-related topic. Across the state, 52.7 percent of the men interviewed and 44.4 percent of the women said that their first-choice interest was related to an occupational goal. Thus, a large number of these interests fall into this group.

Table 10

First-Choice Liberal Arts and Humanities Interests of Combined Sample: Sex Distribution Within Each Interest

Interest	Males (N = 11,492)	Females (N = 16,451)	Total
Psychology and Human Behavior	26.2%	73.8%	862
Social Sciences	28.8	71.2	430
Humanities	31.8	68.2	365
Foreign Languages	32.2	67.8	379
History, Government Current Events	46.5	53.5	228
Science and Math	55.3	44.7	219
Proportion of males and females in sample	41.1	58.9	

Note: The proportion of males and females is based only on those respondents who select the interest as first choice.

Within this interest category, the choices of the men and women interviewed were strongly sex-stereotyped (See Table 11). Nursing (93.2% female), Service Occupations (84.2%) and Business Skills (81.0%) are interests chosen primarily by women while Building Trades (92.5% male), Industrial-Technical Skills (91.0%) and Engineering (87.7%) are the strong first-choice interests of men. Only two interests--Computer Science and Sales and Advertising--approach a nearly equal sex distribution of persons who indicate them as their first-choice interests. These two interests are named by slightly more men than women (4% and 7% more men than women respectively) in relation to their numbers in the sample.

The typical individual who is interested in acquiring vocational skills is young. In almost every instance, each interest shows a steady decline in popularity as age increases. There are only two exceptions to this trend. Management Skills and Sales and Advertising each display

Table 11

First-Choice Vocational Development and Job Skills Interests of Combined Sample: Sex Distribution Within Each Interest

Interest	Males (N = 11,492)	Females (N = 16,451)	Total
Nursing	6.8%	93.2%	1182
Service Occupations	15.8	84.2	279
Business Skills	19.0	81.0	1612
Education	30.3	69.7	641
Computer Science	45.2	54.8	744
Sales and Advertising	48.4	51.6	337
Management Skills	61.1	38.9	797
Agriculture	70.5	29.5	268
Architecture	72.3	27.7	191
Protective Services	74.8	25.2	274
Engineering	87.7	12.3	422
Industrial-Technical Skills	91.0	9.0	978
Building Trades	92.5	7.5	1068
Proportion of Males and Females in Sample	41.1	58.9	

Note: The proportion of males and females is based only on those respondents who select the interest as first choice.

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an increase in preference until ages 45 to 54, then decline. It may be that these interests are more closely related to job advancement than the other subjects, most of which might be selected to provide entry-level occupational skills as well as to satisfy self-development motives.

With reference to the educational background of adults, there is no clear relationship to the group of vocational skills. As might be expected, preference for Education as a learning interest increases as the educational levels of the respondents' also increase. For the

remaining subjects, interest levels decline among persons who have attained college degrees. In general, adults who have completed college or post-graduate study have acquired both educational credentials and preparation for an occupation. These individuals have less interest and need for additional credentials. Hence, the interests of the college educated are considerably more avocational in their focus.

Home-Related Interests

As a group, these interests center on information and skills related to home and family life. Focused as they are around home concerns, these interests tend to be selected more often by women. Table 12 shows that women compose two-thirds or more of those with a first-choice interest in each of the interest areas except one. Home Repairs is the sole interest in this group preferred by a larger proportion of men than women. Among persons selecting Home Repairs as their first choice interest, 78.2 percent are male.

INTERESTS AND LEISURE TIME

How an individual spends his or her spare or leisure time is often used as a measure of interest. In fact, it can be argued that a person's usual leisure activities best portray interests since they represent what that individual is willing to spend time and often money on. Several research efforts by Litchfield (1965), London, Wenkert and Hagstrom (1968) and Therrien (1978) suggest that participation in other learning activities may be stimulated by or related to an adult's leisure interests.

McClusky (1974) describes another way of looking at leisure time and activities. His theory of margin presents a view of the adult life-span as a process in which individuals try to create enough "margin" or surplus to carry out their required "loads" such as necessary tasks and responsibilities in daily life. For example, a person without sufficient educational, financial, physical, emotional or other resources may have difficulty in merely meeting survival needs; there is little margin remaining for personal development or for responding to crises.

Table 12

First-Choice Home-Related
Interest of Combined Sample:
Sex Distribution Within Each Interest

Interest	Males (N = 11,492)	Females (N = 16,451)	Total
Sewing	6.1%	93.9%	849
Home Decorating	9.2	90.8	667
Cooking	18.6	81.4	496
Parent Education	24.1	75.9	523
Health and Safety	26.4	73.6	246
Gardening	27.8	72.2	447
Consumer Education	31.6	68.4	234
Home Repairs	78.2	21.8	743
Proportion of males and females in sample	41.1	58.9	

Note: The proportion of males and females is based only on those respondents who select the interest as first choice.

In application to learning activities, it would be expected that an individual who perceives little leisure time available and many barriers to participation is likely to lack the margin needed to permit any involvement in educational pursuits.

The relationship of leisure to learning interests is explored in a set of additional questions included in the interviews with New York City residents. These questions investigate the person's perception of how much spare time he or she has available after work and household tasks are done, how the person now spends that time and how he or she would spend extra time, if it were available.

Amount of Leisure Time

The majority (57%) of the adults interviewed think they have at least "some" spare time available. Only 19% of those surveyed think they have "a great deal" of time and 24% report that they have "hardly any" time. When this perception is translated into hours, three out of four adults (74.3%) report they they have two or more hours of leisure time each day (See Table 13).

Table 13

Adults' Reported Hours of Leisure Time Each Day
by Perception of Amount of Time

	Perception of Time Available			
Reported Time Per Day	A Great Deal N=1503	Some N=4572	Hardly Any N=1944	Total N=8019
Less than 1 hour	2.7%	3.4%	29.5%	9.6%
1 hour	5.9	15.2	26.2	16.1
2 hours	8.2	41.6	28.9	32.3
More than 2 hours	83.2	39.8	15.4	42.0

Leisure Activities

The respondents were asked to indicate from a list of eleven specific activities plus "other," all the activities which they usually spend time on in a typical week. As shown in Table 14, most adults (75.0%) spend at least some of their spare time each week watching television or listening to the radio or tapes. This is followed in popularity by social activities (44.4%), reading (44.3%) and family activities (41.5%), each of which is reported by close to half the adults. Participation in educational activities is considerably lower on the list of activities, ranking tenth among the twelve options. Only one in four (24.8%) adults say that these are among their typical current activites.

To provide additional information about adults' preferences for leisure activities, they were also asked to select up to three activities

on which they would spend 4 to 6 more hours of spare time each week, if available. Since adults could only choose a maximum of three activites, the proportion of adults who name each activity is affected by this limitation. The respondents each named an average of 4.2 present leisure activities. They subsequently listed an average of 2.6 activities they would pursue if they had additional time. These responses are reported in Table 14.

There is considerable overlap in the numbers of persons who now participate in an activity and who would also spend extra time on it. Over one-half or more of the adults who name each activity are those who are present participants. Again, the clear favorite among activities is television and radio since over a third (37.2%) of those interviewed would spend some of their extra time in this way. However, educational activities gain in popularity, ranking fourth among the categories. It is interesting that this activity is the only one of the twelve in which a greater proportion of adults (26.5%) wish to spend their extra spare time than the proportion which report it as a present activity (24.8%). Expressing this another way, of all the activities named, educational activities gain the most in new potential participants. Approximately 46 percent of those adults who want to spend extra spare time on educational pursuits do not now report this among their usual activities. This may reflect such diverse motives as social desirability or belief in educational activities as a general good, real time constraints on the part of persons who do not now participate in educational activities, wishful thinking, e.g., "If only I had more time" or a variety of other personal reasons.

The individuals who would spend their additional leisure time on education are generally more interested in vocational and academic subjects than other adults. These choices include: 1) job-related interests such as Education (selected by 39.9 percent of persons who would spend more of their leisure time on educational activities), Service Occupations (35.2%), Engineering (34.1%), Business Skills (33.7%) and Nursing (33.1%) and 2) academic interests such as Humanities (38.1%), English as a Second Language (37.4%) and Social Sciences (34.1%).

Table 14

Present and Potential Leisure Time Activities of New York City Adults (N=8129)

Activity	Adults spend present time each week	Adults would spend 4 to 6 hours of additional time each week
Watching TV, listen to radio, tapes	75.0%	37.2%
Social activities, visit, eat out, parties	44.4	26.8
Reading	44.3	29.2
Family activities	41.5	25.3
Attending sports, movies, concerts	35.2	22.1
Hobbies, crafts, home projects	30.6	19.1
Church activities	29.2	17.4
Participating in sports or exercise	27.9	19.7
Cards and games	25.9	12.4
Educational activities, attending classes, lectures	24.8	26.5
Other activities	23.5	18.3
Volunteering for community groups	18.(	15.0

Involvement in Educational Activities

In an attempt to further identify and differentiate persons with an interest in educational pursuits additional analysis was carried out.

The adults were categorized in four separate groups based on their responses to the questions about present involvement in educational activities and their desire to spend extra spare time on educational pursuits (Table 15). The largest number of respondents are those who do not regularly spend time in educational activities and who also would not spend any additional time this way. Although the question could include many types

of educational activities as defined by the respondents, not only formal instruction or classes, six out of ten adults (63.1%) indicate that they are not involved in such pursuits in a typical week. As previously mentioned, nearly one-quarter (24.8%) of the respondents consider that they regularly spend some of their spare time each week on educational activities. Over one-half (58.0%) of this group of presently involved adults would also spend extra time on educational activities if it were available. Later in the interview adults were asked a more specific question about their participation in more formal types of continuing education activities. This question covers organized activities such as classes, on-the-job training, private instruction, home study and other similar learning opportunities. Among those adults who report little or no regular involvement with education activities, over one-half (56.8%) say they have never participated in any type of continuing education activity since leaving school. These adults are also more likely to be male, older and have less formal education than persons who have a high degree of regular involvement with educational activities.

In contrast, the adults who indicate the highest level of regular involvement in educational activities, that is, those who report spending time each week and who would also spend more time if available, already have the most formal education. Over one-third (38.7%) report some post-secondary education. This contrasts with those adults with the least involvement with educational activities. Among this latter group, the majority (51.6%) have not completed a high school diploma.

For the most part, persons with varying levels of present and potential participation differ only slightly in their perceptions of how much leisure time they have available. Adults with the lowest level of involvement with educational activities are most likely of all groups to report they have "a great deal" of time. However, in actual numbers of hours reported, these adults are more similar to the other groups interviewed. That is, although they think they have more spare time, they say that the actual hours are about the same as other adults report (Table 15).

Table 15

Adults' Present and Planned Use of Leisure Time for Educational Activities

Category	Description of Type of Educational Activity	N	%
Little or No Activity	Do not spend present time/Would not spend additional time each week.	5128	63.1
Potential Activity	Do not spend present time/Would spend additional time each week.	983	12.1
Present Activity	Do spend present time/Would not spend additional time each week.	847	10.4
High Activity	Do spend present time/Would also spend additional time each week.	1171	14.4
	Total	8129	

Learning Interests

The learning interests named by the four groups of present and potential learners mainly differ in the ranking they give to the various topics; the lists contain many of the same interests (Table 16). The topics of High School Equivalency, Business Skills, Parent Education, Law and Legal Rights and Computer Science appear among the ten most frequently mentioned interests for all groups.

Since the adults were permitted to name any interest they wished to learn more about, there are differences in the number of interests selected. Among those individuals who cite any learning interest, most mention approximately six different interests. However, the group with the least present and potential involvement in educational activities, are also lowest in the average number of interests selected (a mean of 5.3 interests). In contrast, the adults with present regular involvement with educational pursuits are highest in number of interests (a mean of 8.7 interests).

When these same adults were asked to name their first-choice learning interest, once again the lists are quite similar (See Table 17). It can

be seen, however, that adults' first-choice interests include more vocational or practical topics. This corresponds to the high level of interest expressed by adults in job-related learning. In this regard,

Table 16

Most Frequently Selected Interests by Adults' Level of Educational Activity

Little Activity	Some Activity		High Activity
	Potential	Present	
1. High School Equivalency	High School Equivalency	Business Skills	Business Skills
2. Business Skills	Business Skills	Law, Legal Rights	English as a Second Language
3. Parent Education	Physical Fitness	Sports and Recreation	Parent Education
4. Cooking	Sewing	Physical Fitness	High School Equivalency
5. Sports and Recreation	Psychology, Human Behavior	Computer Science	Computer Science
6. Physical Fitness	Computer Science	Cooking	Law Legal Rights
7. Management Skills	Parent Education	Travel	Psychology, Human Behavior
8. Sewing	Law, Legal Rights	Parent Education	Management Skills
9. Law, Legal Rights	Management Skills	Sewing	Home Decorating
10. Computer Science	Nursing	High School Equivalency	Education

Table 17

First-Choice Learning Interests by Adults' Level of Education Activity

Little Activity	Some Activity		High Activity
	Potential	Present	
1. High School Equivalency	High School Equivalency	High School Equivalency	English as a Second Language
2. Business Skills	Business Skills	English as a Second Language	Business Skills
3. Nursing	Nursing	Law, Legal Rights	High School Equivalency
4. Computer Science	Computer Science	Nursing	Nursing
5. Management Skills	Psychology, Human Behavior	Computer Science	Computer Science
6. Industrial, Technical	Management Skills	Business Skills	Education
7. Building Trades	English as a Second Language	Travel	Law, Legal Rights
8. English as a Second Language	Industrial, Technical	Management Skills	Management Skills
9. Law, Legal Rights	Law, Legal Rights	Psychology, Human Behavior	Psychology, Human Behavior
10. Sewing	Driving, Flight	Sports and Recreation	Engineering

a group of particular interest is composed of those adults who do not presently spend time in educational activities but say they would if they had more leisure time. Among these adults one-third (33.2%) indicate that study in their first-choice learning interest is related to getting a new job. This group also contains the highest proportion of full-time homemakers (30.0%) and persons with children living at home. Since over two out of five in this category have children under age 18 (43.2% of these women also report children under age 6), these characteristics may describe a group of potential learners who presently lack the time to spend on learning but express an interest in acquiring skills to help them enter the labor market at some time in the future.

Barriers to Learning

The concerns of this latter group of would-be learners, who do not presently engage in educational activities, are further clarified in the barriers they feel interfere with their ability to participate in learning. This same group of adults is highest of all four groups in reporting the need for child care (20.2%) and home and family responsibilities (25.8%) among their barriers. Although tuition cost is the most common chief problem for these individuals, home responsibilities (9.6%) and child care (7.4%) are still among the highest ranking most important barriers.

Among the other categories of respondents, cost barriers are highly ranked, just as they are for the total sample of adults. However, there are few clear patterns of barriers among the four groups of present and potential learners. As might be expected, those adults who now engage in educational activities are most likely to say that they have no barriers. In these two groups of present learners, one quarter or more say that they have no particular obstacle preventing their participation in educational activities. The two remaining categories of adults contain more individuals with barriers. Only about 16 to 18 percent of those who do not presently use leisure time for any type of educational activity have no barriers. A complete list of barriers for all four categories of adults is included in the Appendix. Also, a more detailed treatment of barriers for the total sample of adults is provided in the next chapter.

Learners and Potential Learners

After examining the analyses of the four groups of present and potential adult learners, professionals in continuing education could come away feeling somewhat discouraged. Nearly two-thirds (63.1%) of the New York City adults report that they do not regularly engage in educational activities and would not include them among their preferred activities even if they had more spare time. Nevertheless, these findings do not necessarily show a distaste for learning. On the positive side these adults, like the other respondents, have a variety of learning interests. Only 2.9 percent of this group name no learning interests at all. In addition, their responses to the question about their leisure time activities describe their regular activities, that is, those activities they usually spend time on during a typical week. Since over one-third (37.7%) of the respondents in this category say that they have participated in some type of organized continuing education activity during the past five years, evidently many are willing to participate in learning activities under some circumstances. However, these adults are the least likely of all New York City respondents to prefer learning in any sort of school setting. They show the highest preference among all groups for home as a learning site (10.1%) and for individual instruction or self-study learning methods.

Adults in the other three categories are already more inclined to take part in educational activities. More of them have been recent participants in organized educational activities. They are also more likely to prefer learning in traditional educational institutions, especially at the post-secondary level.

The examination of the four different categories of the educational activities of adults in their leisure time provides implications for planning continuing education services. The responses of those adults who would spend more time in educational activities confirm the statement that "Education is addictive." Persons who already have more formal education and who participate in organized continuing education activities are those who want more. Nevertheless, the many similarities in both interests and

barriers to participation of the four groups suggests that nearly all the adults might be considered potential participants even though some of the respondents demonstrate little present interest in education. Many of the respondents have taken part in formal continuing education activities in the past and still more are likely to be engaged in non-formal learning. The frequency with which job-related interests occur among the first-choice interests of all respondents suggests that reasons related to employment strongly motivate adults to participate in the more formal types of learning activities as well as to spend more time on them.

Chapter III

ACCESS TO LEARNING ACTIVITIES

The message is clear that most adults have a variety of learning interests. However, these adults can display similar variety in their personal characteristics as well as in their perceptions of why and how they want to learn or the obstacles hindering their participation in learning activities. Information about the learning conditions preferred by adults or the problems they face in attempting to attend a learning opportunity is a first step in providing improved delivery of continuing education services. Hence, as a part of the statewide assessment of learning needs of adults, the particular questions related to planning services were: Why do adults participate in learning activities? Where and how do adults want to learn? What prevents their participation in present learning activities?

PARTICIPATION

Who are the participants in continuing education learning activities and why do they participate? The adults who were interviewed were asked about their previous participation in such learning activities. The definition of continuing education activities which was employed included adult or continuing education classes, college courses, correspondence courses, on-the-job training, private lessons, TV courses, mini-courses, adult classes in a church, club or other organization.

This broad definition of continuing education was adopted so that adults would report all participation in activities where there was a deliberate intent to teach and an intent to learn. It does not distinguish between credit and non-credit activities, nor between "formal" and "non-formal" instruction as these terms are variously defined in the literature. Using this definition of continuing education, well over one-half (63.5%) of the respondents across the state said they they had received such instruction. This proportion of participants, however, is

considerably lower in New York City. In this sample, participants and non-participants were almost equally divided (50.2% participants vs. 49.8% non-participants). When the responses of persons in both samples with different background characteristics are examined, participation in continuing education is more frequently related to membership in higher income and education levels. Nevertheless, even among these more advantaged respondents, the proportion of participants residing in New York City remains lower than for the rest of the state. For example, among persons with post-secondary education who have family incomes of $15,000 or more per year, 69.9 percent of adults living in New York City say they have participated in continuing education. The proportion of participants is considerably higher for persons of a similar education and income level living in other locations in the state. Hence, 87.6 percent of these adults report previous experience with continuing education activities.

Where did these adults study? In describing the location of their most recent continuing education activity, over two-thirds (71.2%) of respondents name some type of education building as the location. Later, when respondents were asked where they want to participate in the future, educational settings are still the preferred sites. Thus, educational insitutions are identified as the locations where most respondents have had previous experience in continuing education as well as the site where most want to participate in the future. This preference is discussed in more detail later in this chapter.

Why do adults want to learn? Throughout the state, the largest numbers of adults indicate that the reason they have participated in continuing education activities is related to obtaining or improving their skills related to paid employment. Since more men than women report employment outside the home, the responses of the women interviewed are presented separately by their employment status. From Table 18, it can be seen that the reasons women who are employed outside the home give for participation in continuing education are more similar to those of men, i.e., more job-related. Women who are homemakers are more likely

to engage in continuing education for personal enjoyment or information reasons than other women. Nevertheless, the largest single reason cited by this group of women is job-related learning, the choice of nearly one-half (43.7%) of the homemakers.

Table 18

Reasons for Previous Participation of Adults in Continuing Education by Sex

Reason	Male* N=6468	Female Employed N=5436	Female Not Employed N=4162
Help get a new job) Advance in job) Meet requirements of employer	69.8%	61.8%	43.7%
Personal enjoyment	8.2	13.6	20.5
Learn for sake of learning be better informed	9.2	11.2	15.6
Learn skills useful for daily life or saving money	7.2	7.2	10.0
Meet people	.7	1.1	2.9
Help people	1.7	2.0	2.1
Enrich family life	.9	1.0	2.6
Other	2.2	2.0	2.5

*76.9% of Males are employed; 52.4% of Females are employed outside the home. Total based only upon respondents who stated a reason for their participation and provided their employment status.

In Chapter II, the discussion of the variety of learning interests of adults includes some discussion of the reasons adults say they have for learning that topic. When all the reasons stated by respondents for study of their most important learning interest at some future date are compared to the reasons previous participants list, strong job-related motives persist (see Table 19). Although smaller proportions of all

respondents say their future learning is job-related, the three reasons which involve job entry skills, job advancement or employer or professional requirements when considered together still rank first.

The sex differences noted previously are still evident among adults' reasons for learning. Women are somewhat more likely to want to learn for personal enjoyment reasons; men are more apt to cite the acquisition of useful skills as a motive. Although women not employed outside the home are the least likely to want to study for job-related reasons, nearly one-quarter (23.2%) say their learning interest is related to helping them get a new job.

Table 19

Reasons for Anticipated Participation of Adults in Continuing Education by Sex

Reason	Male* N=9891	Female Employed N=7478	Female Not Employed N=6608
Help get a new job	20.8%	18.8%	23.2%
Advance in job	24.4	22.9	8.4
Meet requirements of empl.	7.4	6.8	6.2
Personal enjoyment	16.8	23.7	25.4
Learn for sake of learning be better informed	8.7	9.8	11.5
Learn skills useful for daily life or saving money	14.0	9.4	11.3
Meet people	1.3	1.3	3.4
Help people	2.2	3.2	4.0
Enrich family life	1.7	2.1	4.1
Other	2.8	2.0	2.4

* 76.9% of Males are employed; 52.4% of Females are employed outside the home. Totals based only upon respondents who stated a reason for their participation and provided their employment status

LOCATION

Other questions in the survey interview were based on an individual's main learning interest. Adults were asked where they preferred to study their first-choice interest topic. In general, their responses show a preference for a school or other educational institution. Over one-half of all persons surveyed across the state chose this setting (Table 20). However, this preference should be interpreted with some degree of caution and qualification.

First, for providers of continuing education services who have been seeking alternative ways to deliver learning opportunities for adults, this response does not necessarily discourage new or innovative approaches. The responses of the adults who were interviewed are constrained by

Table 20

Adults' Preferred Location for Study in First-Choice Interest

Location	New York City N=8058	Rest of State N=18,926	Total N=26,984
An education building such as a school, college, or adult education center	51.8%	58.4%	56.4%
A community building, such as a library, church or community center	20.2	10.3	13.2
At home	8.6	7.6	7.9
Place of employment	8.5	4.8	5.9
Makes no difference	11.0	19.0	16.6

what they know about or what they have experienced in the past. Since most adults today grew up at a time when most of the available educational activities took place in schools, they reflect this strongly developed association in their responses. The success of a number of programs which have utilized non-traditional locations for activities testifies to the fact that adults are not necessarily opposed to learning in other locations. Indeed, approximately 15 percent of those interviewed say that the site of the learning activity does not matter to them.

Second, since the questions about preference of location and other conditions are based on an individual's first-choice interest topic, they also reflect the nature of this interest. In the majority of cases, a respondent's first-choice interest is more likely to be related to vocational goals than his or her other interests. Since many such subjects require specialized training or equipment, educational institutions are at present the places where such instruction may be found. Hence, the responses to this question give some indication of adults' current opinions or experience with and information about delivery of services.

In the New York City sample a larger share of the adults (20.2% of those naming a learning interest) prefer a community building or center as a place to learn than adults in the rest of the state (10.3%). Slightly more New York City adults also preferred their own homes (8.6%) or their places of employment (8.5%) as a location than adults elsewhere.

When adults were asked why they would choose this location, convenience is the most frequently cited reason, named by over one-third (34.9%) of all respondents. However, Table 21 illustrates some sizeable differences between the two samples of adults in their reasons for choosing a site. Although convenience ranks first for both groups, it is selected significantly more often by adults living outside of New York City. Possibly adults living in more rural regions of the state are more concerned about the difficulty of getting to a location, especially if it involves

traveling some distance to reach a learning opportunity or travel in inclement weather.

Table 21

Reasons for Preference of Site
for Study of First-Choice Subject

Reason	New York City N=8027	Rest of State N=15,455	Total N=23,482
Location is convenient (easy to get there)	26.6%	39.3%	34.9%
They have the best facilities, tools and equipment	10.7	21.3	17.7
Known for its good courses and teachers	23.1	11.9	15.7
Free to set your own speed and time of learning	6.5	8.5	7.8
Doesn't cost too much money	8.4	7.9	8.0
Familiar with the place or people	8.4	6.7	7.3
Other or Doesn't matter	16.3	4.6	8.6

Two related questions also serve to explain some of these differences. The adults in the two samples differ on the method of transportation they would use to reach a learning activity but are similar in the time they are willing to spend in getting to an activity. Almost four-fifths (79.4%) of the adults living outside of New York City would use their own motor vehicle to travel to an activity compared to less than one-fifth (18.1%) of New York City residents (Table 22). Adults in New York City are much

more likely to use subway, bus or train (51.8% city vs. 5.2% rest of state) or to walk to an activity (18.3% city vs. 6.9% rest of state). These responses primarily reflect the availability of public transportation in New York City, a convenience that residents in many small or rural communities lack. Hence, adults living in New York City may perceive class locations or availability of transportation as more convenient than residents in other parts of the state.

This explanation appears even more likely when travel time is considered. Table 23 shows that when adults were asked the maximum time they would spend in traveling one-way to a learning activity, the answers of the two groups of adults are quite similar.

Table 22

Method of Transportation to Learning Site

Method	New York City N=8038	Rest of State N=18,719	Total N=26,757
Car, truck, motorcycle	18.1%	79.4%	61.0%
Bus	20.7)	5.2	19.5
Subway, train	31.1)		
Walk	18.3	6.9	10.3
Other	-	2.6	1.8
Not applicable	11.8	5.5	7.4

Table 23

Maximum Time Adults Would Spend in Travel to Class (One Way)

	New York City N=7162	Cumulative	Rest of State N=18,518	Cumulative	Total N-25,680	Cumulative
Two hours or more	5.3%	5.3%	3.2%	3.2%	3.8%	3.8%
1 to 2 hours	13.7	19.0	7.1	10.3	8.9	12.7
1/2 to 1 hour	37.8	56.8	28.2	38.5	30.9	43.6
15 min.-1/2 hr.	32.0	88.8	46.6	85.1	42.5	86.1
Less than 15 minutes	11.1		15.0		13.9	

SCHEDULING LEARNING ACTIVITES

In the survey interview, adults were asked a series of questions relating to planning and scheduling a course or organized learning activity in the individual's first-choice learning interest. The majority of persons who name a learning interest express a preference for study with a group rather than for individual instruction or completely self-guided learning (Table 24). In addition most of these adults prefer active involvement in learning their interest in contrast to methods primarily centered on an instructor (Table 25). "Learning by doing" is the choice of 48 percent of the adults in the state.

Since adults could select only one method from among those listed in Table 25, the low proportions selecting some options does not necessarily show a lack of interest in these methods, only the relative popularity of the more familiar choices. However, more persons in the city sample (13.8%) than the rest of the state (4.9%) select self-instructional methods of Home Study, Reading and TV, records and tapes. This slightly greater proportion of city respondents preferring self-guided method corresponds with the greater proportion of city respondents who prefer to study on their own or with another person.

Table 24

Adults' Preferences for Type of Instruction for First-Choice Interest

Prefer Instruction	New York City N=7967	Rest of State N=18,800	Total N=26,767
Together with a group of people	71.0%	78.7%	76.4%
With one person who would teach or help you	20.4	16.1	17.3
Completely on your own	8.7	5.2	6.3

Table 25

Method Preferred for Studying First-Choice Interest

Method	New York City N=8018	Rest of State N=18,973	Total N=26,991
Learning by doing	37.1%	52.9%	48.2%
Lecture and demonstration	23.1	22.5	22.7
Questions and discussions	10.7	12.0	11.6
On-the-job training	10.6	7.8	8.6
Correspondence or home study	5.3	2.3	3.2
Reading	5.7	1.7	2.9
TV, records, tapes	2.8	0.9	1.4
Other	4.8	-	1.4

The majority of the adults surveyed appear to have more than a superficial or cursory interest in their chosen topic. The survey respondents were asked if in studying their first choice interest, they would prefer a single course or a longer program of study. In both samples, approximately twice as many respondents prefer a longer program to a single course (See Table 26). There are very few subject areas in which more respondents prefer a single activity to a program, and in these few exceptions the interests might be considered as avocational in nature. In New York City, only Home Decorating, Crafts, Home Repairs, Games and Hobbies, Cooking and Gardening are preferred more often as a single course than a series of courses; in the rest of the state only Retirement Planning, Consumer Education, and Gardening are in this category. It should be emphasized, however, that this preference for long-term programs is related to the subject of greatest interest to the respondent. It might be expected that an individual would want to spend relatively more time on this topic than on his or her minor interests. Nevertheless, in many cases, adults may experience some difficulty in satisfying their desire to pursue several courses or a program of activity in their interest. Except for academic and vocational programs leading to a degree, certification or employment, continuing education learning opportunities typically provide the larger share of activities at entry or beginning levels of instruction with few offerings at more advanced levels.

Table 26

Course or Program Preference of Adults

Prefer study of First-Choice Interest in:	New York City N=7994	Rest of State N=18,334	Total N=26,328
Program/Several Courses	61.6%	64.4%	63.5%
Single Course	32.2	31.4	31.7
Other	6.2	4.2	4.8

Credit and Diplomas

In contrast to the agreement between the two samples of adults on preference for a series of learning activities, adults in New York City differ from the rest of the state in their desire for credit and diplomas or degrees. First, adults were asked whether academic credit or some other form of recognition for coursework would be important to them. Almost half of the adults in New York City (44.9%) want academic credit, while only one-fourth (26.0%) of adults elsewhere in the state feel academic credit is necessary (See Table 27). Approximately the same proportion, one-third of each sample, want some form of recognition other than credit. Also, responses to a related question indicate that almost the same proportion of respondents in each sample who feel that credit for coursework is important to them also consider it important to take a college level course. In New York City, 48 percent prefer a college level course and 45 percent prefer credit; in the remainder of the state 27 percent prefer a college level course and 26 percent prefer credit.

Table 27

Credit Preference of Adults

Prefer study of First-Choice Interest With:	New York City N=7963	Rest of State N=18,365	Total N=26,328
Credit	44.9%	26.0%	31.7%
Some form of recognition	34.0	32.3	32.8
Neither	21.2	41.7	35.5

An even more dramatic difference is noted between New York City residents and adults surveyed in other parts of the state on whether the individual would study to acquire a license, diploma or degree. Table 28 shows that more than four out of five (82.6%) of the city residents would study for a license, diploma or degree, while fewer than two out of five

(37.4%) of other state residents seek these credentials. When asked what type of credential they desire, more adults in New York City (27.1% of persons who want a credential) name a high school diploma as their goal. This is consistent with the high degree of interest in High School Equivalency as a learning topic (see pages 25-29) and is related to the large proportion of New York City residents who lack this credential. In other parts of the state, the most frequently named credential is the four year college or graduate degree, the goal of 25.4 percent of those adults seeking diplomas.

Table 28

Type of License, Diploma or Degree Desired by Adults

Credential	New York City N=6610	Rest of State N=6684	Total N=13,294
High School Diploma	27.1%	19.7%	23.4%
Four-Year College or Graduate degree	18.2	25.4	21.8
License	17.3	21.3	19.3
Other certificate or diploma	14.6	18.6	16.6
Two-Year College degree	12.6	12.0	12.3
Other	10.2	2.9	6.6

Cost of Learning Activities

Adults across the state also differ in their perceptions of what learning activities should cost. In the survey interview several questions explored the relationship of costs to access to learning activities (See also pages 62 and 63). Since many learning activities sponsored by the variety of continuing education providers require payment of some costs or tuition by the participant, the respondents were asked how much, if anything, they would be willing to spend for a course in their first

choice subject of interest. Among those interviewed, over half of the New York City sample (57.4%) feel that course should be free of charge, while less than one-fourth of other adults in the state (23.3%) say this. This overwhelming response by New York City adults that there be no tuition for a course can be explained in part by the low incomes of respondents in the city sample. Almost one-third reported income below $5,000. In addition, as described in previous sections of this report, New York City residents express a high level of interest in study for High School Equivalency diplomas. Since classes to prepare adult learners for the G.E.D. examinations are supported under state funds, adults may be aware that these activities are already available to them free of charge.

Table 29

Amount Respondents Would be Willing to Pay for Course in First-Choice Subject

Cost	New York City N=8016	Rest of State N=18,102	Total N=26,118
More than $100	6.1%	8.4%	7.7%
Between $50 and $100	8.1	13.3	11.7
Between $25 and $50	9.0	16.9	14.5
Between $10 and $25	10.4	24.0	19.8
Between $1 and $10	8.9	14.1	12.5
Should be free of charge	57.4	23.3	33.7

Among the adults interviewed who are willing to pay something for a learning activity (66% of the total), the majority (71%) prefer that the costs of participation be less than fifty dollars. The most frequent response from these respondents show preference for a learning activity in the $10-$25 range, a category selected by 30 percent of adults willing to pay. It should be noted, however, that the survey respondents willingness to pay and the specific amounts are highly related to the individual's

choice of learning activity. For example, the learning interests which the highest proportion of New York City respondents want offered at no cost were also those which were most popular with the educationally and ecomomically disadvantaged. Table 30 shows those learning interests which the greatest proportion of respondents wanted provided at no cost.

Table 30

First-Choice Learning Interests Selected by Highest Proportions of Respondents Preferring Course at No Cost

Interest	%[a]
English as a Second Language	77.0
Basic Education	75.4
High School Equivalency	73.1
Gardening	68.8
Planning for Retirement	65.3
Agriculture	65.2
Service Occupations	64.8
Sewing	62.7
Average for all interests	57.5

[a]Based on number of respondents who selected the interest as first-choice.

BARRIERS TO CONTINUING EDUCATION PARTICIPATION

Respondents were also questioned about the barriers to their participation in continuing education, i.e., the reasons or problems which they felt would prevent them from engaging in continuing education activities. A list of potential barriers was presented to each respondent and each was asked first to identify "any of these (reasons) keeping you from taking courses in the subject you are interested in" and, second, to identify "which one of these is the most important reason keeping you from taking a course." The list for the initial phase of the study contained twenty-one barriers, the New York City survey interview contained twenty-three.

(See Tables G and K in the Appendix.) These additions were incorporated to separate two barriers into their component parts, providing more detailed information.

Approximately one person in five across the state reports no barriers to his or her participation in continuing education (20.0% of adults in New York City and 18.4% of those living elsewhere in the State). For those who report barriers, it appears that many have overcome them and have actually participated in continuing education activities. Throughout the state 64 percent of the respondents report some participation in continuing education after completing their formal schooling. This total represents 50 percent of the adults in New York City and 69 percent of those in the rest of the state who report any involvement in continuing education learning activities.

The list of barriers can be considered in five groups: cost barriers, institutional barriers, time use barriers, personal barriers and informational barriers. Each of these major categories of barriers will be discussed in relation to (1) the total sample of adults across the state, and (2) subgroups in the population, especially those of similar sex, age and previous education. The problems that keep individuals from participation in learning activities are generally similar in both samples of adults. When respondents were asked to name any potential barriers to participation, home and family responsibilities (28.8%), inconvenience of class schedule (26.2%) and cost of tuition (25.4%) are mentioned by one-quarter or more of all adults interviewed (See Table 31).

In examining the responses from the two samples of adults, it should be noted that the list of barriers which are selected most frequently is influenced by the total number of barriers cited by each individual and does not fully represent the true importance of the barrier. That is, one adult may name many barriers, the majority of which are only inconveniences to participation in learning activities; another person may cite only one or two problems, although both of them are serious barriers. The average adult names approximately six obstacles to his or her participation in learning activities.

The lists of barriers named by the respondents throughout the state primarily differ in ranking (Table 31). Seven of the ten most highly ranked barriers are the same for both samples of adults. In New York City, as in the larger urban areas upstate, cost-related barriers rank more highly. Cost of tuition is named as the top-ranked barrier by persons interviewed in New York City (26.4% of those surveyed). In the remainder of the state, home and family responsibilities ranks at the top.

Table 31

Most Frequently Identified Barriers to Participation

New York City (N=8129)		Rest of State (N=20,496)	
Most Important Barrier	%	Most Important Barrier	%
Cost of tuition	10.8	Home responsibilities	12.1
Home responsibilities[a]	7.7	Cost of tuition	9.5
Job responsibilities	6.7	Class schedule inconvenient	8.7
Not enough information	6.4	No class offered	8.5
Need for babysitter, childcare	5.4	Job responsibilities	6.1
Class schedule inconvenient	4.0	Too far away, no transportation	4.1
Takes time away from earning money	3.2	Lack of information	3.5
No one to help me get started	3.1	Need for babysitter	3.1
Afraid I won't do well	2.9	Time required to complete program	2.5
Feel too old	2.8	Takes time away from earning money	2.4
Barriers Chosen Among Others	**%**	**Barriers Chosen Among Others**	**%**
Cost of tuition	26.4	Home responsibilities	30.7
Home responsibilities[a]	23.1	Class schedule inconvenient	30.6
Cost of books	22.8	Cost of tuition	25.0
Job responsibilities	19.5	No class offered	24.0
Not enough information	17.3	Job responsibilities	19.3
Class schedule inconveninet	15.2	Lack of information	18.3
Need for babysitter, childcare	13.9	Cost of books, equipment	16.6
Cost of travel	13.8	Too far away, no transportation	14.6
Time required to complete program	11.9	Time required to complete program	14.5
Cost of clothes	10.8	Need for babysitter	12.5

[a]Includes Clubs, hobbies and volunteer work

Cost barriers

The group of cost barriers includes all obstacles related to the direct or indirect cost of attending classes. These are: "Cost of tuition," "Cost of books and materials," "Cost of clothes or uniforms," "Cost of travel to class," "Takes time away from earning money," "Need for babysitter," and "No way to get to class."

These financial barriers are prominent among New York City residents. Five of the seven cost-related barriers appear among the most frequently named barriers of these respondents. However, the New York City sample contains a higher proportion of respondents with poverty level incomes as well as those with incomes below the median for the nation. In the earlier sample 18.5 percent of the adults reported family incomes below the $5,000 1975 poverty level. In addition, 66.3 percent had incomes below $15,000, approximately the 1975 median income. In New York City the reported incomes of adults are lower. For 1977 31 percent of the sample had incomes below $5,000 and 86 percent were below $15,000. Since living costs increased between 1975 and 1977, the large number of urban respondents with low incomes are likely to be even more disadvantaged than the earlier sample in terms of purchasing power. Hence, when these potential learners report barriers to participation in learning activities, their low incomes affect their ability to meet associated costs. To the nearly one-third of adults with incomes below $5,000 everything that requires money can be a potential problem.

Similarly, costs are perceived as greater problems by those adults with the least formal education. Since less well-educated adults make up the largest share of respondents in the lowest income categories, the observations concerning the relationships of income to cost barriers also apply to education. Lack of basic educational and occupational skills makes it difficult to acquire well-paying work. This results in a low income level and consequently, difficulty in meeting many of the costs of acquiring the necessary skills through education.

Although costs of tuition, books and materials are important to both men and women interviewed, one barrier "Need for babysitter or child care" is considerably more important to women. Nearly one-third (29.8%) of the women interviewed have pre-school age children and almost one-half (46.6%) have children between ages 6 and 18 living at home. Although all women who responded to the survey do not have children at home, this barrier still ranks as the second most important barrier among women in New York City and fifth among other women in the state. Among men, the need for child care is not viewed as a particular problem. As a chief barrier to participation it ranks twentieth among the 21 barriers, selected by fewer than one percent of the men interviewed.

It should be noted that this child care barrier has several dimensions. Although it is grouped with financial barriers and implies a lack of financial resources to hire adequate child care, it may also reflect an inability to find responsible and reliable caretakers or the difficulty in allocating time to continuing education activities when there are young children who require care. Whatever the interpretation placed on this barrier by the adults, it is clear that women perceive themselves as the person in the family most responsible for arranging child care.

Financial barriers are also of great concern among younger potential learners. Adults under 25 years of age most frequently name the cost of tuition both as the most important barrier and as a general barrier to their participation. These young adults have the highest proportion of those reporting incomes under $5,000 (40%), and they also are more likely to study for a job-related reason. Thus, while low income levels make it difficult for the young to afford learning activities, they show the greatest preference for study in vocational interest areas (see page 24). These interests which lead to job entry or advancement are more likely to take a longer time to complete and require higher tuition and fees than interests which are primarily avocational. Financial barriers then, particularly affect younger potential learners since they are most interested in acquiring instruction in a relatively expensive type of continuing education activity at a time in life when their incomes are likely to be the lowest.

Time barriers

The category of time barriers encompasses problems of competing demands on an individual's available time. Adults with little free time may feel that they must allocate time from an already crowded schedule in order to participate in continuing education. Thus, "Home and family responsibilities," "Job responsibilities," "Clubs, hobbies and volunteer work," "Time required to complete the program," "Assignments take too much time," and "Takes time away from earning money," all rank among the ten most important barriers in both samples of adults. However, these barriers, like interests, vary according to the characteristics of the respondent. Some of the study findings related to barriers of time are:

1. Job responsibilities is a more influential time barrier for men; home and family responsibilities is more important among women. These reflect traditional sex role distinctions.
2. Time problems are more important to those in the "middle years" of adulthood than among other age groups. For adults age 35 to 44 "Home and other responsibilities" is the top ranking barrier, with "Job responsibilities" included among the top five barriers. In contrast among those 55 years and over, no time barrier ranks higher than fourth place.

Institutional Barriers

Institutional barriers relate to scheduling and location of courses and include: "Class schedule inconvenient," "Class in unsafe area;" "Class too far away," "No way to get to class," "No class given in subject of interest," and "Class full before registration." The most frequently mentioned of these barriers in the two surveys was inconvenience of class scheduling. This obstacle ranks sixth among the most important barriers for New York City adults and third among adults living in other parts of the state. However, these institutional barriers are more likely to be named among an adults' other barriers to continuing education participation. Inconvenience of class scheduling is mentioned by over one-quarter (26.2%) of the adults interviewed. The perception that no class is offered in the individual's interest area is reported by nearly one in five (19.6%) of those surveyed.

Personal Barriers

Another group of barriers addresses the individual's self-image and feelings of inability to participate successfully in continuing education, i.e. feelings that one is not of the physical or mental calibre of other students. These include, "Feel too old," "Nobody you know attends," "Afraid I won't do well" and "Disability or poor health." None of these barriers were in the ten most frequently chosen barriers, either general or most important, in the original sample. However, in the New York City sample "Afraid I won't do well" and "Feel too old" ranked ninth and tenth as most important barriers.

As a group, these barriers are most closely related to the age of the adults interviewed. Nearly one out of ten (9.9%) persons age 55 and older say that their chief obstacle to participation is feeling too old. In addition, as expected, the problem of disability or poor health is more common among these older potential learners.

Informational Barriers

Informational barriers relate to not having enough information about continuing education courses or not knowing how to get started in a program. They include: "Lack of information on classes available" and "No one to help me to get started." Nearly one out of five adults (18.0%) interviewed throughout the state name lack of information as a barrier. Fewer adults indicate that lack of counseling and advising services to help them get started in learning activities is a prominent barrier. However, this barrier ranks among the top ten most important barriers for New York City adults. Again, this is most likely related to the lower income and educational levels of this sample of adults previously noted.

Chapter IV

PROVIDING SERVICES FOR ADULT LEARNERS

Throughout the 1970s, adults have been participating in learning activities in ever-increasing numbers. According to a report by the National Center for Educational Statistics (1978), continuing education enrollments between 1969 and 1975 showed an increase two and one-half times greater than the increase in the adult population. Educational institutions are generally welcoming these returning adults, particularly since they have been faced with declining enrollments among the traditional aged student population. However, services developed for younger learners often do not reflect the changing demands placed upon them by these "non-traditional" students.

The literature about adult learners or about counseling services for adults elaborates several aspects of these changing demands. A common theme is that the adult learner has different counseling needs than his or her younger student counterpart. Specifically, the adult returning to education faces problems and obstacles which are unknown or infrequently encountered by younger students (Knox, 1977; Roelfs, 1975; Brandenberg, 1974). Another frequent theme states that since school and college services were developed to serve the younger students, they may be neither responsive to adult concerns nor easily assessible to the continuing education learner (Hartwig, 1976). Even when adults seek resources or services in the community, the potential learner may be frustrated in his or her attempt to obtain assistance (Tough, 1971).

These writings imply a need for counseling services based upon the special needs of adult learners. However, the findings reported earlier in Chapter 2 and data from interests or participation in continuing education activities (National Center for Education Statistics, 1978, Cross, Valley, et al, 1974), indicate that adults have a variety of interests as well as a variety of reasons for learning. How can this diversity of needs be met? Do adults want counseling? Will they utilize services if they

are provided? What are the perceptions about counseling services held by adults with differing personal characteristics? Answers to such questions can help in planning services around the expressed needs of present and potential adult learners.

COUNSELING AND INFORMATION

One part of the interview included questions about the perceived information and counseling needs of adults. In spite of efforts made by providers of learning activities to publicize and disseminate information about their offerings, this information does not always reach the adults who require it. Also, many adults who obtain information need further explanation, interpretation or counseling in order to attain their learning goals. Thus, this section of the interview asked adults if they felt they had enough information about local continuing education activities in their area of interest, the best way for the person to receive information, the helpfulness of counseling in assisting this person to get started in continuing education and the likelihood of the individual consulting a counselor for job-related or financial aid counseling.

Information Services

The survey findings indicate that nearly one-half of the adults interviewed feel that they do not have enough information about continuing education courses in their local communities, while another one-third say they do have sufficient information. A small number (15.4%) of respondents do not express an opinion about the amount of information available to them (Table 32). It may be appropriate to consider this group of respondents who do not know if they have enough information together with those individuals who answered "No" to the question since not knowing whether one has sufficient information may be equivalent to not having information.

The perceptions of adults about whether they have enough information varies according to the characteristics of the person surveyed. In addition, there is a substantial difference in responses from adults in New York City and elsewhere in the state who say they have sufficient information.

Only 25 percent of the New York City respondents positively state that they have enough information about present learning activities while another 25 percent are not sure about the quality of their information. Adults in the

Table 32

Respondents' Perceptions About Information
About Continuing Education Courses in Subject of Interest

Respondent Has Sufficient Information	New York City N=7875	Rest of State N=18631	Total N=26505
Yes	24.6%	41.1%	36.4%
No	50.7	47.0	48.9
Don't Know	24.7	11.5	15.4

earlier sample are more certain about how much information they have since 41 percent think their information is sufficient and only 12 percent are unsure. The two groups are closer in the proportion of respondents who do not have enough information (51% and 47%). Since a landmark study of adult learning needs (Johnstone and Rivera, 1965) indicates that greater knowledge and information about continuing education resources is related to membership in higher educational and socioeconomic levels and since the New York City sample has a greater proportion of respondents who are young and have lower incomes and less formal education than the earlier sample, it is likely that these factors are responsible for the differences between the two samples of adults.

The relationship of education, age, and income to information was explored in greater detail. When the level of previous formal education of the respondents is compared to their perceptions of the adequacy of information, a definite trend is observed. As the level of formal education increases, there is a greater proportion of respondents who say they have enough information. Table 33 illustrates this relationship.

Table 33

Respondents' Perceptions of Need for Continuing Education Information by Level of Formal Education (N=26,369)

Level of Education	N	Has Enough Information	Not Enough Information	Don't Know
8 yrs. or less	2837	27.4%	49.1%	23.5%
Some high school	6128	30.5	50.2	19.1
H. S. Diploma	7613	33.2	51.2	15.6
Some college	5597	40.8	47.7	11.5
College degree or more	4194	51.0	39.8	9.2

Since education and income are usually related to each other, the level of family income shows a similar relationship to respondents' perceptions about information. Those individuals in the lowest income levels are least certain of the adequacy of their information about continuing education activities (Table 34). Among those with family incomes below $5,000 per year, 30.4 percent say they have sufficient information. The proportion having enough information increases with each income level until among those with incomes of $20,000 per year and above, nearly half (49%) believe they have sufficient information. This perception may indicate the extent to which people at the lower income levels find it difficult to locate appropriate services.

The expressed need for information is also greatest among the young, those 25 years of age and under. This need diminishes as age increases until persons 55 years and older are the most likely to say that they had enough information (43.6%) about local educational resources. Since younger adults are also more likely to prefer study for job-related reasons, this trend probably reflects the needs of these learners for specialized information such as requirements for various occupations or appropriate

Table 34

Respondents' Perception of Need for Continuing Education Information by Family Income Level

(N=22,316)

Family Income Level	N	Has Enough Information	Not Enough Information	Don't Know
Less than $5000	4899	30.4%	51.6%	18.0%[a]
$5000 - 10,000	6967	30.6	51.0	18.4
$10,000 - 15,000	4199	37.5	49.1	13.4
$15,000 - 20,000	3055	41.8	46.8	11.4
$20,000 or over	3196	49.0	40.6	10.4

Note: Includes only those who responded to both family income and information questions.

[a] Based on number of respondents in this income level only.

entry-level training available in a community. Further, it may be that younger adults have had less chance to acquire such information through life experience.

To what extent is inadequate information a problem to potential learners? A lack of information is mentioned by 18.0% of the respondents as a barrier to participation in continuing education activities. Also, 4.3% of the respondents state that it is their chief barrier. However, the importance of this barrier is affected by age. For example, among adults under 25 years of age, 20.4% cite lack of information among their barriers. This proportion diminishes with increasing age of the respondents until only 15.2% of adults age 55 and older consider lack of information to be an obstacle.

Information Methods

How would adults prefer to receive continuing education information? The most popular choice of the adults interviewed throughout the state is mailed notices. Over twice as many adults select this method than choose the next most popular dissemination method, the newspaper. Table 35,

however, shows that residents of New York City and adults living in other parts of the state differ in the relative popularity of each method. Although direct mail is still the most frequent choice of New York City adults, other methods closely approach it in popularity. In particular, radio and television, information centers and newspapers are also preferred by these potential learners.

These differences in the two samples may be explained by the previously described differences in education and income. Methods such as radio and television are also more popular among those individuals with lower income and educational levels. In New York City, among respondents with less than an eighth grade education, approximately one-third (31.6%) choose radio and TV as their preferred information source. Since these are methods in which information can be obtained by listening rather than reading, it is not surprising to find that persons who are most likely to lack basic literacy skills prefer to receive information in this manner.

Table 35

Respondents' Opinions on the Best Method of Obtaining Continuing Education Information

Method	New York City N=8030	Rest of State N=19090	Total N=27120
Newspapers	15.2%	18.7%	17.7%
Bulletins, Posters	5.2	11.5	9.7
Radio	7.7	6.7	11.5
TV	15.2	-	-
Mailed Notices	23.2	50.1	42.2
Information Center	18.2	8.2	11.2
Place of Work	4.7	3.3	3.8
Toll free phone number	3.9	-	-
Other	6.6	1.3	4.0

Counseling Services

Most of the adults interviewed express positive opinions about the helpfulness of some type of counseling to provide assistance with continuing education courses and services. Nearly three-quarters (74.1%) of the respondents feel that such a service would be at least somewhat helpful. However, the perceptions of helpfulness vary among adults in the two samples. First, New York City adults show stronger positive feelings about counseling than adults living elsewhere in the state. Over one-half (55.7%) of the persons interviewed in New York City believe that counseling would be very helpful (Table 36). In contrast, only slightly over one-third (37.2%) of adults interviewed in other parts of the state feel this strongly. Second, New York City adults are more similar in their perceptions of the helpfulness of counseling than persons interviewed in other parts of the state. Although in the initial sample, adults at the lower income and educational levels show the most positive feelings toward services, New York City residents in all income and educational categories differ only slightly in their opinions that counseling would be very helpful in getting started in continuing education activities.

Table 36

Respondents' Perceptions of the Helpfulness of Continuing Education Counseling

	New York City N=7985	Rest of State N=18057	Total N=24062
Very helpful	55.7%	37.2%	42.9%
Somewhat helpful	27.6	32.8	31.2
Not very helpful	10.5	14.6	13.3
Not at all helpful	6.3	15.4	12.6

It is relatively easy for adults to say that counseling services would be helpful to them in some way. More important in planning services for learners is whether or not these adults will use the services, if they

are provided. However, respondents generally show consistency in their responses to the question concerning how likely they would be to consult an adult education counselor about financial assistance for education. Table 37 shows that those who would be at least somewhat likely to consult a counselor include well over one-half (61.6%) of all respondents.

Table 37

Likelihood of Respondents Consulting an Adult Education Counselor for Financial Assistance Counseling

	New York City N=8000	Rest of State N=18328	Total N=26328
Very likely	54.9%	28.5%	36.5%
Somewhat likely	27.1	24.3	25.1
Not likely	11.3	25.4	21.1
Would not consult	6.8	21.9	17.3

When responses are examined according to the educational levels of the respondents, several differences are noted. Adults with less than a high school diploma are considerably more likely to say that they would consult a counselor than adults with post-secondary educational experience. Among persons with eight years or less formal education, over one-third (37.6%) indicate that they would be very likely to consult a counselor about financial assistance for continuing education. In contrast, only 16.5% of those with a college degree feel that they would use counseling services for this reason (Table 38).

Another difference is found when the respondents' place of residence is considered. In New York City, the responses of adults are more similar across all educational levels. A possible explanation for the tendency of these urban adults to perceive themselves as very likely to use counseling for financial assistance is related to their reports of barriers to continuing education participation. Cost of tuition is an influential

barrier at all educational levels among the New York City respondents. Further, the proportion of adults selecting cost as their most important barrier actually rises for those with greater amounts of formal education. These potential learners who express a serious concern about costs of learning activities could be expected to seek assistance in finding a solution to their problem.

Table 38

Respondents Who Would Be Very Likely to Consult an Adult Education Counselor for Financial Assistance by Educational Background

Level of Education	New York City N=4379	Rest of State N=5183	Total N=9562
8 years or less	46.9%	37.6%	41.7%
Some High School	58.0	37.7	46.3
High School Diploma or G.E.D.	55.3	28.6	36.2
Some College, Business or Technical	58.4	26.4	34.1
College Degree or more	49.4	16.5	21.7

Similar results are obtained in response to the question about use of counselors for vocational counseling (Table 39). Respondents at lower income levels are more likely to say that they would consult counselors about job-related continuing education programs. Approximately one-half of the adults (48.0%) whose family incomes are under $5,000 per year say that they would be very likely to consult a counselor; another 27.7 percent indicate that they would be somewhat likely to consult a counselor for this reason, bringing the total to three-quarters (75.7%) of the respondents at this lower income level. This is in contrast to the responses of adults with income levels of $20,000 and above, of whom only 27 percent would be very likely to consult a counselor. The responses of adults at other income levels fall in between these two extremes, showing a trend for increasing willingness to use continuing education counseling services as family income decreases.

Table 39

Likelihood of Respondents Consulting an Adult Education Counselor for Counseling About Job-Related Courses

	New York City N=8003	Rest of State N=18010	Total N=26013
Very likely	53.2%	33.7%	39.7%
Somewhat likely	27.0	27.6	27.4
Not likely	12.4	20.5	18.0
Would not consult	7.5	18.2	14.9

With respect to age of the respondent, the likelihood of consulting a counselor about either financial assistance or job-related study decreases as the age of the respondent increases. An explanation may be that older citizens have a diminished need for services since they are more likely to study for personal enjoyment or avocational reasons than they are to pursue employment-related goals.

Further support for the relationship of counseling use to strong employment or educational goals is found in the various learning interests of adults. Persons who choose occupational skills or basic educational interests said that they were most likely to actually consult a counselor. If only the responses of persons who believe they would be very likely to utilize counseling services are examined, adults who wish to study High School Equivalancy, Nursing and Basic Education rank highest among adults in the initial sample on likelihood of seeking both job-related and financial aid counseling (Table 40). In New York City, the list of interests is somewhat different. Science and Mathematics interests and Computer Science lead the lists of those respondents who would be very likely to consult a counselor. These urban adults show a strong preference for job-oriented learning in addition to their considerably stronger preference for counseling services.

It is especially interesting that adults in the non-metropolitan sample who select study for a high school diploma as their prime learning interest view it as related to obtaining or advancing in a job. Hence, over half of those choosing this interest also say they would be very likely to seek counseling for job-related reasons. Similarly, even though preparation for high school equivalency examinations is financed by New York State funds, about the same proportion of adults with this interest would also consult a counselor for financial aid counseling. Perhaps, since these adults are more apt to be at lower income and educational levels, they lack information about the existing state-subsidized opportunities or perceive counseling as assisting them in overcoming pervasive financial problems.

Table 40

Highest Ranking First-Choice Learning Interests of Adults Very Likely to Use Counseling Services

Financial Aid Counseling

New York City		Rest of State	
Science & Math	70.6%	High School Equiv.	50.6%
Computer Science	65.4	Nursing	49.1
Engineering	62.7	Basic Education	42.6
Law, Legal Rights	62.3	Education	41.5
Business Skills	62.0	Social Sciences	39.3
Average for all interests	54.9	Average for all interests	28.5

Vocational Counseling

New York City		Rest of State	
Science & Math	66.2%	Nursing	54.4%
Law, Legal Rights	62.5	High School Equiv.	51.0
Computer Science	62.4	Basic Education	49.2
Architecture	61.8	Education	45.9
Engineering	60.9	Psychology, Human Behavior	43.6
Average for all interests	53.2	Average for all interests	33.7

OTHER SERVICES FOR ADULTS

Although the survey did not specifically question adults about other student services, the need for several kinds of assistance is implied from responses to other parts of the interview. A number of the barriers named by adults suggest problem areas which educational institutions might help to alleviate.

A need for personal and academic counseling services is related to several barriers. For example, a small proportion (6.4%) of respondents say that they feel too old to participate in continuing education. This is the most important barrier for only two percent of adults. Although these totals are low, this barrier is influential for a special group of potential learners. As would be expected, persons age 55 and older are most likely to select this as an obstacle. In fact, it is the top-ranked barrier among this group. Nearly one out of ten (9.9%) older adults list the belief they are too old as their most important obstacle to participation in learning activities. Since selection of this barrier may convey a perception of the individual that educational activities are more appropriate to younger persons, it might be reduced or eliminated through better information or activities aimed at reducing this stereotype.

Similarly, the barrier which indicates that the individual needs assistance in getting started in continuing education is one that can be addressed by efforts of a sponsoring institution or agency. The total proportion of adults (1.6%) citing this barrier as most important is small in comparison to the number naming other barriers. However, it is mentioned more often by persons with less formal education than by those with some college or college degrees.

Other small but important groups of potential learners are those who fear that they won't do well. Overall, 7.5 percent of the adults interviewed included this fear among their barriers. For 1.6 percent it was the most important barrier. This obstacle is also more common among those with little formal education, perhaps including individuals whose last formal educational experience was marked by failure and unpleasant memories.

Child care services also pose a special problem to certain adults. As described in Chapter III, most (86.4%) of the respondents who express problems with child care are women. This total is even higher among those for whom child care is the chief barrier to participation in learning activities. Nine out of ten (92.1%) of this group are women.

Chapter V

MEETING ADULT LEARNING NEEDS

The findings from the assessment of the continuing needs, interests and perceptions of adults which have been discussed in previous chapters provide a wealth of information for planning the delivery of educational services. During the two phases of the New York State Needs Assessment over 28,000 present and potential adult learners shared their interests and opinions with over 2000 interviewers. From this enormous data base, one general finding stands out: Adults want to learn. While over nine out of ten adults interviewed have one or more learning interests, the task of providing the type of continuing education services they prefer is not a simple one. A review of some of the findings from the two survey phases presented in this report and in the separate reports detailing each sample illustrates similarities and differences observed in the adult population and provides other information helpful in developing services for adults.

THE FINDINGS

Although the choices of adults reflect a wide variety of learning interests, these choices and the reasons adults give for the selection of a first choice learning interest differ according to the individual's life situation or special characteristics as a potential learner. These differences must be taken into account in a system designed to meet educational needs of adults.

- A majority of adults with family incomes of $7,000 or less per year say that their primary learning interest is job-related.
- Adults who have not completed a high school diploma rank achieving high school equivalency highest among their interests. For adults with eight years or fewer of formal education, interest in high school equivalency is coupled with the acquisition of basic education skills. Many adults who choose high school equivalency as their primary learning interest indicate that their motive for study is job-related.
- Members of minority groups tend to have common learning interests with others which cut across various ethnic or racial group memberships. These interests reflect the

respondent's previous education, family income level, status of employment and place of residence.

- Adult learning interests differ by age level. Respondents under age 25 have the greatest desire for credit, diplomas or other forms of credentials. Older or retired adults indicate a greater interest in learning for personal development or for avocational reasons.
- Men and women express differences in learning interests. However, over half of the women interviewed cite job-related reasons for their learning choices.
- For a variety of reasons, many adults do not participate in organized continuing education activities. Although some adults prefer to pursue their interests through self-guided study or informal learning activities, over one-half of the adults surveyed have participated in organized learning activities such as classes or on-the-job training.
- Participation in continuing education activities is related to the respondent's educational background. Adults with higher levels of formal education and income are most likely to take part in continuing education.
- Middle income adults show a preference for learning in traditional educational settings. Adults with less than a high school diploma show a greater tendency than adults with more formal education to favor learning at home. They also prefer individual instruction and use of community settings as learning sites.
- Home responsibilities, inconvenience of class schedule and cost of tuition are the barriers to participation named by the largest numbers of adults. Among lower income adults, a variety of cost-related barriers assume importance including cost of tuition, books, travel and child care.
- Adults feel that counseling services would be helpful. Adults with less than a high school diploma, those with low incomes and younger persons appear most likely to use counseling services for assistance with job-related programs or for financing their studies.
- Almost one-half of all adults surveyed feel that they do not have enough information about continuing education opportunities in their local communities. Among lower income rural adults, as well as adults in large metropolitan areas, the number reporting lack of information is even higher than in the rest of the sample.

TRANSLATING RESULTS INTO PRACTICE

From the beginning of the first survey phase, there was an intent that the results of the needs assessment be used to improve the delivery of services to adult learners. Since educators must be aware of information about the needs of adults in order to respond adequately to them and since research findings published in lengthy printed reports often are overlooked or do not reach the appropriate decision-makers, an extensive dissemination process was an essential step in providing the maximum opportunity for the results of the needs assessment study to receive application in the field. This process included consultation services as well as workshops and meetings where time was allotted for interpretation and discussion of state and regional data.

The dissemination process was intended to reach as many people as possible across the state, particularly persons with responsibility for adult and continuing education programs and individuals whose public or community role is related to decisions about continuing education. Throughout the process, the regional system developed during data collection was used to complete reports of needs assessment data to serve as bases for discussion and planning within each region. Adult educators from the public schools, Boards of Cooperative Educational Services and community colleges were encouraged to maintain this structure to provide a mechanism for continued communication and coordination.

Although the data collection and initial dissemination phases of the needs assessment survey have concluded, a number of the effects are still being felt. At the state level, a large data base has been made available for systematic study to provide a rationale for decision-making about adult and continuing education in New York. In addition, the Division of Continuing Education of the State Education Department identified elements in a plan to utilize the obtained data for administrative decisions and legislative recommendations.

At the regional level, a variety of publications describing needs assessment results have been developed and provided to continuing education program administrators and staff. In-service activities have been conduc ed to further explore the regional implications of the data and their local applications. Several regional organizations have used such data to assist them in coordinating existing continuing education programs. Various local districts have employed survey findings to suggest alternative approaches to the delivery of learning activities and to target services and information to the need of special groups of learners.

Consequently, the beginnings of regional cooperation and regional structure have been established across the state. The efforts of educators in the field, volunteer interviewers and others who contributed to the planning, collection, interpretation and dissemination of the needs assessment data have resulted in providing an extensive data base for planning at moderate cost.

For program administrators and other professionals in continuing education, the findings concerning adult interests form an information base for planning continuing education services. The findings document that the adult population consists of individuals with diverse characteristics but who share learning needs and interests with others of like sex, age, educational background or other characteristics. Profiles can be developed for such groups of potential learners enabling providers of educational activities to develop programs centered upon adults' expressed needs. In addition, specific findings can be interpreted in the context of various delivery systems, such as two and four year higher education institutions and community agencies.

However, although these data describe the learning needs of <u>typical</u> adults, meeting the specific needs of a particular adult in a community is a difficult task. Program planners should be aware that in using the findings of a large statewide assessment, such data deal with large projections. Attention to the most frequently chosen or most popular

interests and preferences of adults can result in overlooking other needs. For example, when projected statewide, some of the respondents' less frequent choices still represent the concerns of sizeable numbers of adults. Also, since adults' responses are based on their present knowledge about continuing education services, their lack of information about alternative methods for delivering services may result in an apparent preference for traditional or familiar approaches. This suggests that while improved information is now available for targeting services to various large groups of learners, the needs of other smaller groups should not be overlooked.

In general, the findings from the needs assessment point to the necessity of developing flexible programs which can adapt to individual needs and the needs of special target populations. Consideration of such needs raises the further problem of meeting the additional expenses incurred in providing such flexibility, in addressing programs to the needs of special sub-groups and in offering the special information, referral and counseling services desired by adult learners. This is particularly critical since although some state and federal funds are available to provide programming for special groups, the present continuing education system in New York State is largely self-supporting. Since cost of tuition is already one of the most highly ranked barriers to participation for all adult groups and the top-ranked barrier for lower income adults, increases in the costs of participation in learning activities may have adverse effects upon enrollments. Special attention to the problem of financing continuing education is required in order to find solutions which can meet the diverse needs of adult students.

In general, the data gathered in these interviews with over 28,000 adults in New York State form an information base for planning services for continuing education learners at both state and regional levels. Such information is a necessary first step in attempting to meet the needs of adults for basic occupational skills, job upgrading and retraining, as well as responding to the rising demands for a variety of educational services.

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APPENDICES

APPENDIX A
ADDITIONAL TABLES

Table	Title
A	Learning Interests Selected by Adults in New York City and Rest of State
B	First-Choice Learning Interest Selected by Adults in New York City and Rest of State
C	Learning Interests of New York City Adults by Educational Activity Category
D	First-Choice Learning Interests of New York City Adults by Educational Activity Category
E	Barriers to Participation of New York City Adults by Educational Activity Category
F	Most Important Barrier to Participation of New York City Adults by Educational Activity Category
G	Barriers to Participation Selected by Adults in New York City and Rest of State
H	Barriers to Participation by Educational Level of Respondent: Total for New York City and Rest of State
I	Barriers to Participation by Age of Respondent: Total for New York City and Rest of State
J	Barriers to Participation by Sex of Respondent: Total for New York City and Rest of State
K	Most Important Barrier Selected by Adults in New York City and Rest of State
L	Most Important Barrier to Participation by Educational Level of Respondent: Total for New York City and Rest of State
M	Most Important Barrier to Participation by Age of Respondent: Total for New York City and Rest of State
N	Most Important Barrier to Participation by Sex of Respondent: Total for New York City and Rest of State

TABLE A

LEARNING INTERESTS SELECTED BY ADULTS IN NEW YORK CITY AND REST OF STATE

Interest	New York City N = 8129 N	%	Rest of State N = 20,486 N	%	Total N = 28,615 N	%
High School Equivalency	2007	24.7	2179	10.6	4186	14.6
Citizenship	347	4.3	451	2.2	1862	6.5[a]
English Second Language	1246	15.3	--	--	--	--
Basic Education	1280	15.7	1327	6.5	2607	9.1
Home Repairs	1035	12.7	3936	19.2	4971	17.4
Building Trades	1064	13.1	3492	17.0	4556	15.9
Industrial, Technical Skills	1030	12.7	3077	15.0	4107	14.4
Protective Services	598	7.4	1148	5.6	1746	6.1
Service Occupations	511	6.3	1407	6.9	1918	6.7
Business Skills	1940	23.9	4196	20.5	6136	21.4
Computer Science	1434	17.6	2396	11.7	3830	13.4
Investment	1013	12.5	3140	15.3	4153	14.5
Management Skills	1395	17.2	2656	12.9	4051	14.2
Sales and Advertising	911	11.2	1801	8.8	2712	9.5
Travel	1242	15.3	4024	19.6	5266	18.4
Arts and Visual Arts	930	11.4	6798	33.2	8345	29.2[a]
Crafts	985	12.1	--	--	--	--
Performing Arts	1123	13.8	3194	15.6	4317	15.1
Health and Safety	1002	12.3	2816	13.7	3818	13.3
Occult Sciences	588	7.2	2024	9.9	2612	9.1
Driving, Flight Training	1095	13.5	2713	13.2	3808	13.3
Gardening	675	8.3	4790	23.4	5465	19.1
Home Decorating	1293	15.9	4986	24.3	6279	21.9
Sewing	1404	17.3	4656	22.7	6060	21.2
Cooking	1419	17.5	4047	19.8	5466	19.1
Parent Education	1527	18.8	2895	14.1	4422	15.5
Retirement Planning	852	10.5	2241	10.9	3093	10.8
Consumer Education	1009	12.4	2299	11.2	3308	11.6
Architecture	411	5.1	1006	4.9	1417	5.0
Engineering	663	8.2	1284	6.3	1947	6.8
Education	1063	13.1	2079	10.1	3142	11.0
Law, Legal Rights	1455	17.9	3334	16.3	4789	16.7
Nursing	1159	14.3	2110	10.3	3269	11.4
Agriculture	305	3.8	1272	6.2	1577	5.5
Religion	774	9.5	1730	8.4	2504	8.8
History, Govt., Current Events	563	6.9	1891	9.2	2454	8.6
Foreign Languages	1110	13.7	2639	12.9	3749	13.1
Science and Math	698	8.6	1351	6.6	2049	7.2
Psychology, Human Behavior	1235	15.2	3959	19.3	5194	18.2
Community Concerns	1225	15.1	--	--	--	--
Social Sciences	891	11.0	2328	11.4	3219	11.2
Humanities	752	9.3	2328	13.8	3580	12.5
Nature Study	534	6.6	2374	11.6	2908	10.2
Physical Fitness	1481	18.2	5640	27.5	7121	24.9
Sports and Recreation	1461	18.0	5421	26.5	7464	26.1[a]
Games and Hobbies	1085	13.3	--	--	--	--
Other	633	7.8	286	1.4	919	3.2
No Learning Interest Selected	292	3.6	1241	6.1	1533	5.4

[a] New York City respondents who selected both interests are counted only once in computing the total interest for the state.

TABLE B

FIRST-CHOICE LEARNING INTEREST SELECTED BY ADULTS IN NEW YORK CITY AND REST OF STATE

SUBJECT	New York City N = 8129 N	%	Rest of State N = 20,486 N	%	Total N = 28,615 [a] N	%
High School Equivalency	824	10.1	775	3.8	1599	5.6
Citizenship	46	0.6	139	0.7	549	1.9
English Second Language	364	4.5	--	--	--	--
Basic Education	181	2.2	274	1.3	455	1.6
Home Repairs	94	1.2	601	2.9	695	2.4
Building Trades	217	2.7	867	4.3	1084	3.8
Industrial, Technical Skills	241	3.0	767	3.7	1008	3.5
Protective Services	88	1.1	190	0.9	278	1.0
Service Occupations	88	1.1	201	1.0	289	1.0
Business Skills	523	6.4	1101	5.4	1624	5.7
Computer Science	350	4.3	410	2.0	760	2.7
Investment	130	1.6	370	1.8	500	1.7
Management Skills	296	3.6	516	2.5	812	2.8
Sales and Advertising	111	1.4	243	1.2	354	1.2
Travel	165	2.0	512	2.5	677	2.4
Arts and Visual Arts	116	1.4	1550	7.6	1731	6.0
Crafts	65	0.8	--	--	--	--
Performing Arts	155	1.9	468	2.3	623	2.2
Health and Safety	60	0.7	202	0.9	262	0.9
Occult Sciences	64	0.8	196	0.9	260	0.9
Driving, Flight Training	167	2.1	426	2.1	593	2.1
Gardening	32	0.4	429	2.1	461	1.6
Home Decorating	119	1.5	568	2.7	687	2.4
Sewing	172	2.1	699	3.4	871	3.0
Cooking	118	1.5	402	2.0	520	1.8
Parent Education	176	2.2	362	1.8	538	1.9
Retirement Planning	98	1.2	239	1.2	337	1.2
Consumer Education	66	0.8	180	0.9	246	0.9
Architecture	55	0.7	145	0.7	200	0.7
Engineering	164	2.0	269	1.3	433	1.5
Education	203	2.5	447	2.2	650	2.3
Law, Legal Rights	294	3.6	402	1.9	696	2.4
Nursing	423	5.2	780	3.8	1203	4.2
Agriculture	23	0.3	251	1.2	274	1.0
Religion	95	1.2	214	1.0	309	1.1
History, Govt., Current Events	42	0.5	195	0.9	237	0.8
Foreign Languages	115	1.4	282	1.4	397	1.4
Science and Math	69	0.8	157	0.7	226	0.8
Psychology, Human Behavior	214	2.6	660	3.2	874	3.1
Community Concerns	197	2.4	--	--	--	--
Social Sciences	126	1.6	311	1.6	437	1.5
Humanities	42	0.5	338	1.7	380	1.3
Nature Study	32	0.4	216	1.0	248	0.9
Physical Fitness	115	1.4	520	2.6	635	2.2
Sports and Recreation	113	1.4	601	3.0	777	2.7
Games and Hobbies	63	0.8	--	--	--	--
Other	134	1.6	198	1.0	332	1.2
No interest/No first choice interest	484	5.9	3417	16.7	3901	13.6

[a] Total exceeds 100% because 3.4% of respondents in Rest of State selected more than one first choice learning interest.

TABLE C
LEARNING INTERESTS OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

	Little or no Activity N=5128		Some Activity Potential N=983		Some Activity Present N=847		High Activity N=1171	
Interest	N	%	N	%	N	%	N	%
High School Equivalency	1261	24.6	279	28.4	205	24.2	262	22.4
Citizenship	197	3.8	29	3.0	54	6.4	67	5.7
English Second Language	698	13.6	111	11.3	164	19.4	273	23.3
Basic Education	756	14.7	167	17.0	161	19.0	196	16.7
Home Repairs	651	12.7	116	11.8	144	17.0	124	10.6
Building Trades	680	13.3	119	12.1	127	15.0	138	11.8
Industrial, Technical Skills	645	12.6	140	14.2	114	13.5	131	11.2
Protective Services	358	7.0	63	6.4	94	11.1	83	7.1
Service Occupations	277	5.4	83	8.4	75	8.9	76	6.5
Business Skills	1073	20.9	276	28.1	258	30.5	333	28.4
Computer Science	760	14.8	197	20.0	228	26.9	249	21.3
Investment	581	11.3	125	12.7	141	16.6	166	14.2
Management Skills	797	15.5	174	17.7	199	23.5	225	19.2
Sales and Advertising	506	9.9	108	11.0	143	16.9	154	13.2
Travel	677	13.2	144	14.6	214	25.3	207	17.7
Arts and Visual Arts	498	9.7	126	12.8	156	18.4	150	12.8
Crafts	584	11.4	109	11.1	159	18.8	133	11.4
Performing Arts	587	11.4	147	15.0	191	22.6	198	16.9
Health and Safety	546	10.6	143	14.5	168	19.8	145	12.4
Occult Sciences	321	6.3	79	8.0	98	11.6	90	7.7
Driving, Flight Training	637	12.4	143	14.5	177	20.9	138	11.8
Gardening	412	8.0	82	8.3	114	13.5	67	5.7
Home Decorating	716	14.0	167	17.0	187	22.1	223	19.0
Sewing	781	15.2	207	21.1	211	24.9	205	17.5
Cooking	835	16.3	148	15.1	226	26.7	210	17.9
Parent Education	862	16.8	187	19.0	214	25.3	264	22.5
Retirement Planning	515	10.0	107	10.9	137	16.2	93	7.9
Consumer Education	553	10.8	127	12.9	152	17.9	177	15.1
Architecture	237	4.6	67	6.8	46	5.4	61	5.2
Engineering	377	7.4	99	10.1	82	9.7	105	9.0
Education	530	10.3	143	14.5	168	19.8	222	19.0
Law, Legal Rights	780	15.2	181	18.4	252	29.8	242	20.7
Nursing	627	12.2	174	17.7	171	20.2	187	16.0
Agriculture	172	3.4	39	4.0	48	5.7	46	3.9
Religion	455	8.9	89	9.1	126	14.9	104	8.9
History, Govt., Current Events	268	5.2	81	8.2	115	13.6	99	8.5
Foreign Languages	543	10.6	167	17.0	195	23.0	205	17.5
Science and Math	353	6.9	94	9.6	131	15.5	120	10.2
Psychology, Human Behavior	617	12.0	202	20.5	190	22.4	226	19.3
Community Concerns	647	12.6	165	16.8	197	23.3	216	18.4
Social Sciences	456	8.9	106	10.8	163	19.2	166	14.2
Humanities	368	7.2	79	8.0	157	18.5	148	12.6
Nature Study	275	5.4	59	6.0	113	13.3	87	7.4
Physical Fitness	798	15.6	227	23.1	237	28.0	219	18.7
Sports and Recreation	832	16.2	166	16.9	244	28.8	219	18.7
Games and Hobbies	655	12.8	118	12.0	173	20.4	139	11.9
Other	392	7.6	60	6.1	84	9.9	97	8.3
No learning interest specified	149	2.9	17	1.7	19	2.2	13	1.1

TABLE D
FIRST-CHOICE LEARNING INTERESTS OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

	Educational Activity Category							
	Little or No Activity		Some Activity				High Activity	
			Potential		Present			
	N=5128		N=983		N=847		N=1171	
Interest	N	%	N	%	N	%	N	%
High School Equivalency	544	10.6	143	14.5	61	7.2	76	6.5
Citizenship	32	.6	2	.2	3	.4	9	.8
English Second Language	166	3.2	34	3.5	60	7.1	104	8.9
Basic Education	104	2.0	24	2.4	23	2.7	30	2.6
Home Repairs	74	1.4	9	.9	8	.9	3	.3
Building Trades	168	3.3	25	2.5	7	.8	17	1.5
Industrial, Technical Skills	172	3.4	27	2.7	17	2.0	25	2.1
Protective Services	67	1.3	7	.7	6	.7	8	.7
Service Occupations	49	1.0	17	1.7	8	.9	14	1.2
Business Skills	303	5.9	85	8.6	44	5.2	91	7.8
Computer Science	198	3.9	48	4.9	45	5.3	59	5.0
Investment	89	1.7	10	1.0	15	1.8	16	1.4
Management Skills	187	3.6	38	3.9	27	3.2	44	3.8
Sales and Advertising	67	1.3	12	1.2	15	1.8	17	1.5
Travel	94	1.8	13	1.3	28	3.3	30	2.6
Arts and Visual Arts	72	1.4	11	1.1	11	1.3	22	1.9
Crafts	45	.9	8	.8	4	.5	8	.7
Performing Arts	105	2.0	12	1.2	17	2.0	21	1.8
Health and Safety	38	.7	8	.8	4	.5	10	.9
Occult Sciences	43	.8	11	1.1	5	.6	5	.4
Driving, Flight Training	108	2.1	25	2.5	22	2.6	12	1.0
Gardening	26	.5	1	.1	2	.2	3	.3
Home Decorating	80	1.6	12	1.2	11	1.3	16	1.4
Sewing	122	2.4	20	2.0	17	2.0	13	1.1
Cooking	93	1.8	6	.6	8	.9	11	.9
Parent Education	112	2.2	13	1.3	17	2.0	34	2.9
Retirement Planning	71	1.4	10	1.0	11	1.3	6	.5
Consumer Education	42	.8	6	.6	8	.9	10	.9
Architecture	39	.8	7	.7	3	.4	6	.5
Engineering	94	1.8	19	1.9	14	1.7	37	3.2
Education	99	1.9	25	2.5	23	2.7	56	4.8
Law, Legal Rights	166	3.2	27	2.7	53	6.3	48	4.1
Nursing	233	4.5	79	8.0	50	5.9	61	5.2
Agriculture	14	.3	2	.2	2	.2	5	.4
Religion	67	1.3	9	.9	9	1.1	10	.9
History, Govt., Current Events	26	.5	2	.2	6	.7	8	.7
Foreign Languages	62	1.2	12	1.2	17	2.0	24	2.0
Science and Math	46	.9	4	.4	9	1.1	10	.9
Psychology, Human Behavior	110	2.1	39	4.0	24	2.8	41	3.5
Community Concerns	118	2.3	21	2.1	23	2.7	35	3.0
Social Sciences	64	1.2	18	1.8	19	2.2	25	2.1
Humanities	20	.4	5	.5	6	.7	11	.9
Nature Study	21	.4	4	.4	5	.6	2	.2
Physical Fitness	83	1.6	11	1.1	11	1.3	10	.9
Sports and Recreation	72	1.4	5	.5	24	2.8	12	1.0
Games and Hobbies	51	1.0	3	.3	5	.6	4	.3
Other	97	1.9	9	.9	8	.9	20	1.7
No learning interest specified	375	7.3	45	4.6	32	3.8	32	2.7

TABLE E

BARRIERS TO PARTICIPATION OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

Barrier	Little or No Activity N=5128		Some Activity Potential N=983		Some Activity Present N=847		High Activity N=1171	
	N	%	N	%	N	%	N	%
Class schedule inconvenient	686	13.4	154	15.7	177	20.9	215	18.4
Class in unsafe area	379	7.4	65	6.6	64	7.6	61	5.2
Class too far away	468	9.1	116	11.8	78	9.2	110	9.4
No way to get to class	245	4.8	26	2.6	36	4.3	56	4.8
No class given in interest	438	8.5	77	7.8	67	7.9	120	10.2
Cost of tuition	1253	24.4	305	31.0	214	25.3	372	31.8
Cost of books and materials	1110	21.6	268	27.3	180	21.3	292	24.9
Cost of clothes or uniforms	528	10.3	123	12.5	95	11.2	134	11.4
Need for babysitter	670	13.1	199	20.2	102	12.0	161	13.7
Cost of travel to class	693	13.5	140	14.2	121	14.3	171	14.6
Time required to complete program	618	12.1	108	11.0	85	10.0	158	13.5
Job responsibilities	1000	19.5	172	17.5	184	21.7	229	19.6
Home and family responsibilities	1086	21.2	254	25.8	160	18.9	235	20.1
Clubs, hobbies, volunteer work	144	2.8	15	1.5	27	3.2	41	3.5
Feel too old	449	8.8	55	5.6	39	4.6	37	3.2
Nobody I know attends	291	5.7	43	4.4	30	3.5	46	3.9
Afraid I won't do well	526	10.3	81	8.2	71	8.4	106	9.1
Lack of info. on classes available	882	17.2	204	20.8	105	12.4	219	18.7
Assignments take too much time	327	6.4	60	6.1	59	7.0	68	5.8
Take time from earning money	485	9.5	90	9.2	68	8.0	89	7.6
No one to help get started	496	9.7	112	11.4	69	8.1	115	9.8
Class full before registration	166	3.2	37	3.8	52	6.1	48	4.1
Disability or poor health	224	4.4	38	3.9	25	3.0	27	2.3
Other	358	7.0	54	5.5	65	7.7	59	5.0
No barrier selected	930	18.1	153	15.6	248	29.3	293	25.0

TABLE F

MOST IMPORTANT BARRIER TO PARTICIPATION OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

	Educational Activity Category							
	Little or No Activity		Some Activity Potential		Some Activity Present		High Activity	
	N=5128		N=983		N=847		N=1171	
Barrier	N	%	N	%	N	%	N	%
Class schedule inconvenient	173	3.4	42	4.3	47	5.5	61	5.2
Class in unsafe area	99	1.9	13	1.3	13	1.5	11	.9
Class too far away	81	1.6	30	3.1	9	1.1	19	1.6
No way to get to class	22	.4	2	.2	2	.2	5	.4
No class given in interest	118	2.3	25	2.5	21	2.5	26	2.2
Cost of tuition	489	9.5	131	13.3	87	10.3	174	14.9
Cost of books and materials	107	2.1	27	2.7	21	2.5	30	2.6
Cost of clothes or uniforms	43	.8	4	.4	7	.8	11	.9
Need for babysitter	264	5.1	73	7.4	40	4.7	65	5.6
Cost of travel to class	82	1.6	6	.6	16	1.9	24	2.0
Time required to complete program	109	2.1	14	1.4	17	2.0	28	2.4
Job responsibilities	354	6.9	58	5.9	59	7.0	72	6.1
Home and family responsibilities	398	7.8	94	9.6	41	4.8	63	5.4
Clubs, hobbies, volunteer work	26	.5	2	.2	3	.4	4	.3
Feel too old	188	3.7	15	1.5	12	1.4	9	.8
Nobody I know attends	33	.6	7	.7	2	.2	5	.4
Afraid I won't do well	169	3.3	22	2.2	19	2.2	23	2.0
Lack info. on classes available	336	6.6	73	7.4	33	3.9	75	6.4
Assignments take too much time	61	1.2	7	.7	9	1.1	10	.9
Take time from earning money	179	3.5	35	3.6	23	2.7	25	2.1
No one to help me get started	162	3.2	33	3.4	23	2.7	32	2.7
Class full before registration	54	1.1	9	.9	20	2.4	18	1.5
Disability, poor health	132	2.6	20	2.0	3	.4	14	1.2
Other	182	3.5	31	3.0	25	3.2	32	2.7
No barrier/No most important barrier	1267	24.7	210	21.3	295	34.9	335	28.6

TABLE G

BARRIERS TO PARTICIPATION SELECTED BY ADULTS IN NEW YORK CITY AND REST OF STATE

Barrier	New York City N = 8129		Rest of State N = 20,486		Total N = 28,615	
	N	%	N	%	N	%
Class schedule inconvenient	1232	15.2	6266	30.6	7498	26.2
Class in unsafe area	569	7.0	1505	7.3	2074	7.2
Class too far away	772	9.5	2987	14.6	3983	13.9[a]
No way to get to class	363	4.5	--	--	--	--
No class given in interest	702	8.6	4917	24.0	5619	19.6
Cost of tuition	2144	26.4	5112	25.0	7256	25.4
Cost of books and materials	1850	22.8	3408	16.6	5258	18.4
Cost of clothes or uniforms	880	10.8	1015	5.0	1895	6.6
Need for babysitter	1132	13.9	2562	12.5	3694	12.9
Cost to travel to class	1125	13.8	1814	8.9	2939	10.3
Time required to complete program	967	11.9	2980	14.5	3949	13.8
Job responsibilities	1585	19.5	3952	19.3	5537	19.3
Home and family responsibilities	1735	21.3	6292	30.7	8171	28.6[a]
Clubs, hobbies, volunteer work	227	2.8	--	--	--	--
Feel too old	580	7.1	1263	6.2	1843	6.4
Nobody I know attends	410	5.0	1429	7.0	1839	6.4
Afraid I won't do well	784	9.6	1348	6.6	2132	7.5
Lack info. on classes available	1410	17.3	3745	18.3	5155	18.0
Assignments take too much time	514	6.3	1548	7.6	2062	7.2
Take time from earning money	732	9.0	2173	10.6	2905	10.2
No one to help me get started	792	9.7	1370	6.7	2162	7.6
Class full before registration	303	3.7	1231	6.0	1534	5.4
Disability or poor health	314	3.9	526	2.6	840	2.9
Other[b]	536	6.6	--	--	536	1.9
No barrier selected	1895	23.3	3770	18.4	5665	19.8

[a] New York City respondents who selected both barriers are counted only once in computing the total selecting barrier for the state.

[b] New York City only.

TABLE H

BARRIERS TO PARTICIPATION BY EDUCATIONAL LEVEL OF RESPONDENT:

TOTAL FOR NEW YORK CITY AND REST OF STATE

	Educational Level									
	8 yr. or less N=3182		Some High School N=6641		High School Dpl., G.E.D. N=8211		Some College[a] N=5923		College Degree or more N=4403	
Barriers	N	%	N	%	N	%	N	%	N	%
Class schedule inconvenient	537	16.9	1330	20.2	2190	2.7	1797	30.3	1600	36.3
Class in unsafe area	253	8.0	467	7.0	619	7.5	415	7.0	308	7.0
Class too far away, no way to get to class	574	18.0	1003	15.1	1181	14.4	912	15.4	571	13.0
No class given in interest	436	13.7	1002	15.1	1635	19.9	1356	22.8	1144	26.0
Cost of tuition	708	22.3	1681	25.3	2340	28.5	1592	26.8	894	20.3
Cost of books and materials	558	17.5	1444	21.7	1695	20.6	1069	18.0	464	10.5
Cost of clothes or uniforms	295	9.3	684	10.3	532	6.5	274	4.6	99	2.2
Need for babysitter	351	11.0	925	13.9	1158	14.1	788	13.3	443	10.1
Cost of travel to class	393	12.4	937	14.1	844	10.3	501	8.5	252	5.7
Time required to complete program	366	11.5	864	13.0	1086	13.2	901	15.2	719	16.3
Job responsibilities	449	14.1	1052	15.8	1540	18.8	1264	21.3	1201	27.3
Home and family responsibilities, clubs, hobbies, volunteer work	631	19.8	1678	25.3	2489	30.3	1890	31.9	1541	35.0
Feel too old	381	12.0	539	8.1	477	5.8	292	4.9	139	3.2
Nobody I know attends	289	9.1	467	7.0	595	7.2	313	5.3	265	6.0
Afraid I won't do well	430	13.5	758	11.4	562	6.8	279	4.7	86	2.0
Lack info. on classes available	496	15.6	1281	19.3	1668	20.3	988	16.7	702	15.9
Assignments take too much time	195	6.1	415	6.2	642	7.8	496	8.4	300	6.8
Take time from earning money	288	9.1	671	10.1	914	11.1	646	10.9	373	8.5
No one to help me get started	358	11.3	710	10.7	669	8.1	328	5.5	115	2.6
Class full before registration	110	3.5	329	5.0	449	5.5	379	6.4	246	5.6
Disability, poor health	203	6.4	251	3.8	182	2.2	124	2.1	73	1.7
Other[b]	81	2.5	198	3.0	137	1.7	78	1.3	38	0.9

[a] Includes Business or Trade School for Rest of State.

[b] New York City only.

TABLE I

BARRIERS TO PARTICIPATION BY AGE OF RESPONDENT:

TOTAL FOR NEW YORK CITY AND REST OF STATE

	Age Group									
	Under 25 yrs. N=6144		25 to 34 yrs. N=7922		35 to 44 yrs. N=6292		45 to 54 yrs. N=4051		55 yrs. or more N=3178	
Barriers	N	%	N	%	N	%	N	%	N	%
Class schedule inconvenient	1147	18.7	2162	27.3	1883	30.0	1172	28.9	618	19.4
Class in unsafe area	375	6.1	537	6.8	487	7.7	316	7.8	310	9.8
Class too far away, no way to get to class	964	15.7	1116	14.7	822	13.1	573	14.1	478	15.0
No class given in interest	1165	19.0	1468	18.5	1353	21.5	917	22.6	561	17.7
Cost of tuition	1992	32.4	2355	29.7	1511	24.0	776	19.2	432	13.6
Cost of books and materials	1556	25.3	1715	21.6	1024	16.3	504	12.4	317	10.0
Cost of clothes or uniforms	557	9.1	615	7.8	362	5.8	177	4.4	110	3.5
Need for babysitter	700	11.4	1897	23.9	774	12.3	176	4.4	56	1.8
Cost of travel to class	871	14.2	877	11.1	551	8.8	314	7.8	234	7.4
Time required to complete program	791	12.9	1162	14.7	1021	16.2	610	15.1	156	4.9
Job responsibilities	1086	17.7	1667	21.0	1403	22.3	885	21.8	352	11.1
Home and family responsibilities, clubs, hobbies, volunteer work	1250	20.3	2724	34.4	2365	37.4	1208	29.8	494	15.5
Feel too old	116	1.9	212	2.7	347	5.5	425	10.5	673	21.1
Nobody I know attends	415	6.8	430	5.4	382	6.1	268	6.6	287	9.0
Afraid I won't do well	553	9.0	529	6.7	489	7.8	299	7.4	198	6.2
Lack info. on classes available	1251	20.4	1493	18.8	1121	17.8	710	17.5	482	15.2
Assignments take too much time	446	7.3	588	7.4	501	8.0	321	7.9	139	4.4
Take time from earning money	883	13.6	815	10.3	691	11.0	355	8.8	158	4.9
No one to help me get started	564	9.2	584	7.4	466	7.4	289	7.1	202	6.4
Class full before registration	449	7.3	432	5.5	288	4.6	187	4.6	126	4.0
Disability, poor health	109	1.8	124	1.6	129	2.1	147	3.6	293	9.2
Other[a]	163	2.7	159	2.0	120	1.9	48	1.2	38	1.2

[a] New York City only

TABLE J

BARRIERS TO PARTICIPATION BY SEX OF RESPONDENT:

TOTAL FOR NEW YORK CITY AND REST OF STATE

	Sex			
	Male N=11,492		Female N=16,451	
Barriers	N	%	N	%
Class schedule inconvenient	2946	25.6	4392	26.7
Class in unsafe area	597	5.2	1425	8.7
Class too far away, no way to get to class	1317	11.5	2504	15.2
No class given in interest	2275	19.8	3440	20.9
Cost of tuition	2775	24.1	4371	26.6
Cost of books and materials	2049	17.8	3131	19.0
Cost of clothes or uniforms	692	6.0	1156	7.0
Need for babysitter	494	4.3	3130	19.0
Cost of travel to class	1132	9.9	1744	10.6
Time required to complete program	1716	14.9	2164	13.2
Job responsibilities	2992	26.0	2448	14.9
Home and family responsibilities, clubs, hobbies, volunteer work	2593	22.6	5424	33.0
Feel too old	707	6.2	1085	6.6
Nobody I know attends	616	5.4	1180	7.2
Afraid I won't do well	783	6.8	1296	7.9
Lack info. on classes available	2241	19.5	2840	17.3
Assignments take too much time	832	7.2	1182	7.2
Take time from earning money	1531	13.3	1315	8.0
No one to help me get started	873	7.6	1248	7.6
Class full before registration	613	5.3	895	5.4
Disability, poor health	335	2.9	481	2.9
Other[a]	256	2.2	272	1.7

[a] New York City only

TABLE K

MOST IMPORTANT BARRIER SELECTED BY ADULTS IN NEW YORK CITY AND REST OF STATE

Barrier	New York City N = 8129		Rest of State N = 20,486		Total N = 28,615	
	N	%	N	%	N	%[a]
Class schedule inconvenient	323	4.0	1785	8.7	2108	7.4
Class in unsafe area	136	1.7	241	1.2	377	1.3
Class too far away	139	1.7	827	4.1	997	3.5
No way to get to class	31	0.4	--	--	--	--
No class given in interest	190	2.3	1733	8.5	1923	6.7
Cost of tuition	881	10.8	1939	9.5	2820	9.9
Cost of books, materials, equipment	185	2.3	267	1.3	452	1.6
Cost of clothes or uniforms	65	0.8	82	0.2	147	0.5
Need for babysitter, childcare	442	5.4	630	3.1	1072	3.7
Cost of travel to class	128	1.6	172	0.8	300	1.0
Time required to complete program	168	2.1	505	2.5	673	2.4
Job responsibilities	543	6.7	1245	6.1	1788	6.2
Home and family responsibilities	596	7.3	2483	12.1	3114	10.9
Clubs, hobbies, volunteer work	35	0.4	--	--	--	--
Feel too old	224	2.8	359	1.8	583	2.0
Nobody I know attends	47	0.6	182	0.9	229	0.8
Afraid I won't do well	233	2.9	236	1.1	469	1.6
Lack info. on classes available	517	6.4	715	3.5	1232	4.3
Assignments take too much time	87	1.1	150	0.7	237	0.8
Take time from earning money	262	3.2	490	2.4	752	2.6
No one to help get started	250	3.1	200	1.0	450	1.6
Class full before registration	101	1.2	292	1.4	393	1.4
Disability or poor health	169	2.1	244	1.2	413	1.4
Other[b]	270	3.3	--	--	270	0.9
No barrier/No most important barrier	2107	25.9	6322	30.9	8429	29.5

[a] Total exceeds 100% because 1.6% of respondents in Rest of State selected more than one most important barrier.

[b] New York City only.

TABLE L

MOST IMPORTANT BARRIER TO PARTICIPATION BY EDUCATIONAL LEVEL OF RESPONDENT:
TOTAL FOR NEW YORK CITY AND REST OF STATE

	Educational Level									
	8 yr. or less N=3182		Some High School N=6641		High School Dpl., G.E.D. N=8211		Some College[a] N=5923		College Degree or more N=4403	
Most Important Barrier	N	%	N	%	N	%	N	%	N	%
Class schedule inconvenient	163	5.1	360	5.4	563	6.9	487	8.2	522	11.9
Class in unsafe area	55	1.7	119	1.8	104	1.3	56	0.9	41	0.9
Class too far away, no way to get to class	146	4.6	227	3.4	290	3.5	188	3.2	133	3.0
No class given in interest	157	4.9	319	4.8	532	6.5	491	8.3	417	9.5
Cost of tuition	246	7.7	641	9.7	927	11.3	635	10.7	359	8.2
Cost of books and materials	69	2.2	139	2.1	127	1.5	88	1.5	29	0.7
Cost of clothes or uniforms	33	1.0	53	0.8	32	0.4	21	0.4	7	0.2
Need for babysitter	146	4.6	301	4.5	329	4.0	205	4.0	85	1.9
Cost of travel to class	51	1.6	110	1.7	81	1.0	36	0.6	20	0.5
Time required to complete program	61	1.9	147	2.2	161	2.0	164	2.8	137	3.1
Job responsibilities	161	5.1	324	4.9	439	5.3	420	7.1	434	9.9
Home and family responsibilities, clubs, hobbies, volunteer work	181	5.7	565	8.5	996	12.1	713	12.0	641	14.6
Feel too old	130	4.1	163	2.5	142	1.7	92	1.6	47	1.1
Nobody I know attends	37	1.2	66	1.0	75	0.9	34	0.6	17	0.4
Afraid I won't do well	113	3.6	178	2.7	102	1.2	54	0.9	15	0.3
Lack info. on classes available	140	4.4	322	4.8	379	4.6	218	3.7	169	3.8
Assignments take too much time	34	1.1	53	0.8	68	0.8	47	0.8	32	0.7
Take time from earning money	93	2.9	188	2.8	245	3.0	149	2.5	72	1.6
No one to help me get started	75	2.4	151	2.3	151	1.8	47	0.8	24	0.5
Class full before registration	26	0.8	88	1.3	104	1.3	116	2.0	57	1.3
Disability, poor health	106	3.3	128	1.9	87	1.1	60	1.0	29	0.7
Other[b]	36	1.1	99	1.5	66	0.8	46	0.8	19	0.4
No barrier/No most important barrier	1095	34.4	2058	31.0	2349	28.6	1629	27.5	1149	26.1

[a] Includes Business or Trade School for Rest of State.

[b] New York City only.

TABLE M

MOST IMPORTANT BARRIER TO PARTICIPATION BY AGE OF RESPONDENT:
TOTAL FOR NEW YORK CITY AND REST OF STATE

	Age Group									
	Under 25 yrs. N=6144		25 to 34 yrs. N=7922		35 to 44 yrs. N=6292		45 to 54 yrs. N=4051		55 yrs. or more N=3178	
Most Important Barrier	N	%	N	%	N	%	N	%	N	%
Class schedule inconvenient	390	6.3	574	7.2	518	8.2	365	9.0	195	6.1
Class in unsafe area	70	1.1	82	1.0	67	1.1	58	1.4	77	2.4
Class too far away, no way to get to class	208	3.4	255	3.2	220	3.5	141	3.5	129	4.1
No class given in interest	354	5.8	489	6.2	458	7.3	349	8.6	222	7.0
Cost of tuition	907	14.8	922	11.6	522	8.3	273	6.7	139	4.4
Cost of books and materials	138	2.2	137	1.7	89	1.4	47	1.2	19	0.6
Cost of clothes or uniforms	39	0.6	40	0.5	30	0.5	22	0.5	9	0.3
Need for babysitter	229	3.7	566	7.1	196	3.1	41	1.0	14	0.4
Cost of travel to class	65	1.1	89	1.1	60	1.0	38	0.9	32	1.0
Time required to complete program	125	2.0	196	2.5	169	2.7	113	2.8	50	1.6
Job responsibilities	307	5.0	503	6.3	490	7.8	302	7.5	135	4.2
Home and family responsibilities, clubs, hobbies, volunteer work	349	5.7	997	12.6	1007	16.0	489	12.1	181	5.7
Feel too old	28	0.5	48	0.6	78	1.2	98	2.4	314	9.9
Nobody I know attends	50	0.8	47	0.6	46	0.7	33	0.8	37	1.2
Afraid I won't do well	126	2.1	112	1.4	107	1.7	65	1.6	38	1.2
Lack info. on classes available	307	5.0	348	4.4	263	4.2	162	4.0	131	4.1
Assignments take too much time	52	0.8	67	0.8	45	0.7	45	1.1	13	0.4
Take time from earning money	212	3.5	226	2.9	175	2.8	86	2.1	38	1.2
No one to help me get started	124	2.0	119	1.5	100	1.6	59	1.5	37	1.2
Class full before registration	132	2.1	99	1.2	59	0.9	56	1.4	30	0.9
Disability, poor health	47	0.8	53	0.7	51	0.8	78	1.9	106	3.3
Other[a]	88	1.4	78	1.0	67	1.1	21	0.5	13	0.4
No barrier/No most important barrier	1902	31.0	1999	25.2	1631	25.9	1208	29.8	1208	38.0

[a] New York City only

TABLE N

MOST IMPORTANT BARRIER TO PARTICIPATION BY SEX OF RESPONDENT:
TOTAL FOR NEW YORK CITY AND REST OF STATE

	Sex			
	Male N=11,492		Female N=16,451	
Most Important Barrier	N	%	N	%
Class schedule inconvenient	876	7.6	1180	7.2
Class in unsafe area	93	0.8	270	1.6
Class too far away, no way to get to class	326	2.8	641	3.9
No class given in interest	798	6.9	1081	6.6
Cost of tuition	1109	9.7	1682	10.2
Cost of books and materials	199	1.7	233	1.4
Cost of clothes or uniforms	62	0.5	68	0.4
Need for babysitter	89	0.8	968	5.9
Cost of travel to class	110	1.0	173	1.1
Time required to complete program	328	2.9	328	2.0
Job responsibilities	1083	9.4	667	4.1
Home and family responsibilities, clubs, hobbies, volunteer work	789	6.9	2281	13.9
Feel too old	241	2.1	320	1.9
Nobody I know attends	61	0.5	155	0.9
Afraid I won't do wel	195	1.7	263	1.6
Lack info. on classes available	595	5.2	623	3.8
Assignments take too much time	113	1.0	113	0.7
Take time from earning money	442	3.8	291	1.8
No one to help me get started	226	2.0	214	1.3
Class full before registration	170	1.5	215	1.3
Disability, poor health	162	1.4	238	1.4
Other[a]	126	1.1	141	0.9
No barrier/No most important barrier	3472	30.2	4635	28.2

[a] New York City only

APPENDIX B

REPORTS OF RESEARCH

NEW YORK STATE CONTINUING EDUCATION NEEDS ASSESSMENT

1975-1980

New York State Continuing Education Needs Assessment, Report No. 1: Statewide Analysis. Albany, N.Y.: The University of the State of New York, The State Education Department, Division of Continuing Education, January 1977.

New York State Continuing Education Needs Assessment, Report No. 1: Regional Analysis, New York City Region. New York: City College, City University of New York, 1980.

New York State Continuing Education Needs Assessment, Report No. 2: Regional Analysis. Ithaca, N.Y.: Cornell Institute for Occupational Education, 1977. A series of nine publications for each of the following regions in New York State:

Western Region.
Genesee Valley Region.
Southern Tier Region.
Central Region.
Northern Region.
Capital Region.
Hudson Valley Region.
Nassau Region.
Suffolk Region.

New York State Continuing Education Needs Assessment, Report No. 2: District Level Analysis, New York City. New York: City College, City University of New York, 1980.

New York State Continuing Education Needs Assessment, Report No. 3: Analysis for Supervisory Districts and Major Cities. By Helen Veres, et al. Ithaca, N.Y.: Institute for Research and Development in Occupational Education, Cornell University, May 1978. A series of 48 publications for each of the following areas in New York State:

Western Region: Erie 1 (except Buffalo).
Buffalo.
Erie 2.
Orleans-Niagara.
Genesee-Wyoming.
Allegany.
Cattaraugus-Erie-Wyoming.
Chatauqua.

Genesee Region:	Monroe 1 (except Rochester).
	Rochester.
	Monroe 2-Orleans.
	Livingston-Steuben-Wyoming.
Southern Tier Region:	Broome-Delaware-Tioga.
	Cortland-Madison.
	Schuyler-Chemung-Tioga.
	Tompkins-Seneca-Tioga.
	Steuben-Allegany.
Central Region:	Cayuga.
	Madison-Oneida.
	Oneida-Madison-Herkimer.
	Onondaga-Madison.
	Oswego.
	Herkimer-Fulton-Hamilton-Oswego.
Northern Region:	St. Lawrence.
	Lewis-Jefferson.
	Clinton-Essex-Warren-Washington.
	Franklin-Essex-Hamilton.
Capital Region:	Hamilton-Fulton-Montgomery.
	Saratoga-Warren.
	Washington-Warren-Hamilton-Essex.
	Albany-Schenectady-Schoharie.
	Greene.
	Rensselaer-Columbia.
	Greene-Delaware-Schoharie-Otsego.
Hudson Valley Region:	Dutchess.
	Orange-Ulster.
	Rockland.
	Sullivan.
	Ulster.
	Putnam-Westchester.
	Westchester 2 (except Yonkers).
	Yonkers.
Nassau Region:	Hempstead.
	North Hempstead.
	Oyster Bay.
Suffolk Region:	Suffolk 1.
	Suffolk 2.
	Suffolk 3.

New York State Continuing Education Needs Assessment Report No. 4: Regional Analysis of Learning Interests. By Helen C. Veres, et al. Ithaca, N.Y.: Institute for Research and Development in Occupational Education, Cornell University, May 1978. A series of nine publications for each of the following regions in New York State:

Western Region.
Genesee Valley Region.
Southern Tier Region.
Central Region.
Northern Region.
Capital Region.
Hudson Valley Region.
Nassau Region.
Suffolk Region.

Profiles of Adult Learners, New York State Continuing Education Needs Assessment, Parent Education. By Helen C. Veres and Mary Margaret Carmichael. Ithaca, N.Y.: Cornell Institute for Occupational Education, Fall 1978.

Profiles of Adult Learners, New York State Continuing Education Needs Assessment, High School Equivalency. By Helen C. Veres, Mary Margaret Carmichael and Louis Armijo. Ithaca, N.Y.: Cornell Institute for Occupational Education, Fall 1978.

Profiles of Adult Learners, New York State Continuing Education Needs Assessment, English as a Second Language. By Louis Armijo, Helen Veres and Mary Margaret Carmichael. Ithaca, N.Y.: Cornell Institute for Occupational Education, Winter 1978.

Profiles of Adult Learners, New York State Continuing Education Needs Assessment, The Older Learner. By Helen C. Veres and Mary Margaret Carmichael. Ithaca, N.Y.: Cornell Institute for Occupational Education, Winter 1978.

Workers' Demand for Continuing Education. By Daniel Robert Tobin. Unpublished doctoral dissertation, Cornell University, 1977.

Financial Barriers to Participation in Postsecondary Education Perceived by New York State Employed Women. By Jane Marie Gallup. Unpublished master's thesis, Cornell University, 1978. (ED 176653).